

**DEVELOPING COMIC STRIP-BASED LEARNING
MATERIALS FOR GRADE X STUDENTS OF TRAVEL
AGENT DEPARTMENT OF SMK N 6 YOGYAKARTA**

A THESIS

Presented as Partial Fulfillment of the Requirements for the
Attainment of *Sarjana Pendidikan* Degree in English Language Education



by:

Sahnaz Natasya Fath

10202241009

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF YOGYAKARTA**

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APPROVAL SHEET

**DEVELOPING COMIC STRIP-BASED LEARNING MATERIALS FOR
GRADE X STUDENTS OF TRAVEL AGENT DEPARTMENT OF SMK N
6 YOGYAKARTA**

A THESIS



First Supervisor

Joko Priyana, Ph.D.
NIP. 19650122 199001 1 001

Second Supervisor

Dwiyani Pratiwi, M.Hum
NIP. 19770118 200112 2 001

RATIFICATION SHEET

DEVELOPING COMIC STRIP-BASED LEARNIG MATERIALS FOR GRADE X STUDENTS OF TRAVEL AGENT DEPARTMENT OF SMK N 6 YOGYAKARTA

A THESIS

Accepted by the Board of Examiners of Faculty of Language and Arts State
University of Yogyakarta

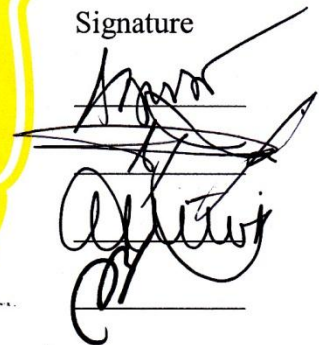
At August

And declared to have fulfilled the requirements to acquire
A Sarjana Pendidikan Degree

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Position	Name
Chairperson	: Dr. Agus Widyantoro, M.Pd
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First Examiner	: Dr. Margana, M.Hum, M.A.
Second Examiner	: Joko Priyana, M.A., Ph.D

Signature



Yogyakarta, August 2014
Faculty of Language and Arts
State University of Yogyakarta
Dean,



Prof. Dr. Zamzani, M.Pd.
NIP. 19550505 198011 1 001

PERNYATAAN

Yang bertanda tangan dibawah ini, saya :

Nama : Sahnaz Natasya Fath

NIM : 10202241009

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni Universitas Negeri Yogyakarta

Judul Skripsi : *Developing Comic Strip-Based Learning Materials for Grade X*

Students of Travel Agent Department of SMKN 6 Yogyakarta

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Apabila ternyata terbukti bahwa pernyataan ini tidak benar, hal ini sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, July 2014
Penulis



Sahnaz Natasya Fath
10202241009

MOTTOS

"man jadda wa jadda" (Arabic Proverb)

"So verily, with every difficulty, there is relief." (QS. Al-Inshirah [94] :5)

"Strive not to be a success, but rather to be of value." (Albert Einstein)

"Go confidently in the direction of your dreams. Live the life you have imagined." (Henry David Thoreau)

DEDICATIONS

I dedicate this thesis with my greatest adoration to:

- ☺ My mother, Eni Susilowati, who always gives me a comfortable place to lean on
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- ☺ And all of my beloved friends. I'm sorry not to be able to mention you all here.

Without whom I will not be able to finish this thesis. Thank you for your love, motivation and prayers. This is the only thing that I can do to repay your faith. My prayers are always with you.

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I realize that this thesis is far from being perfect. Hopefully, this thesis may be helpful for those who write similar topic and also for the development of learning materials, especially for Vocational High School. Any criticism and suggestions are highly appreciated for the improvement of this thesis.

Yogyakarta, July 2014

The writer,



Sahnaz Natasya Fath

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10202241009

ABSTRACT

The aims of this research were to find out the target needs and the learning needs of Grade X students of Travel Agent Department of SMK N 6 Yogyakarta and to develop appropriate learning materials for them.

This is a Research and Development (R&D) study. The subjects of the research were Grade X students of Travel Agent Department of SMK N 6 Yogyakarta. This research was conducted by following Borg and Gall (1983) model with some modification consisting of collecting information, analyzing needs, planning, developing materials, evaluating by experts, and revising final draft. An interview guide and three types of questionnaires were used namely a needs analysis questionnaire, a materials evaluation questionnaire and a comic strip illustration questionnaire were used. The data were analyzed using descriptive statistics.

Based on the research findings, the target needs are acquiring communication skills which support the students' future carrier in a travel agent and obtaining knowledge about language functions in English. Three units were developed in this research. Each unit consists of introduction, main lesson and reinforcement tasks ranging from 26 to 28 tasks. The input are texts in the form of comic strips, vocabulary list and grammar explanation which are suitable for the learners' background knowledge. The students are encouraged to participate actively by answering comprehension questions, having dialogues, practicing dialogues, completing incomplete texts, and writing short texts. Most of the tasks are done in pairs. The materials developed are categorized as "Very Good". It is proven by the mean value of all aspects of the materials which was 3.90.

Keywords: learning materials, comic strips, Travel Agent Department, Grade X students

CHAPTER I

INTRODUCTION

A. Background of the Study

Learning materials in English instruction have a crucial role to support the teaching and learning process. It is because any information about the language learnt is provided. The information given in learning materials will be a passage for the students to acquire the language. It helps the students find authentic language used by native of English. Besides, learning materials will assist the students to develop the language. The development can be shown from the process of associating new information which the students obtained from the materials with the previous information or knowledge acquired before. From these facts, it can be confirmed that learning materials are the important elements in English instruction.

In addition, in an instruction the availability of the materials should be supported by the quality of materials in order to maximize the role of materials in the instruction. It means that the available materials should be able to meet the students' needs and should be interesting for the students. It will make the information that the students get from the materials useful for them and it will help the students to acquire the language. In return, the purpose of learning can be obtained efficiently.

In fact, there are still materials which are less in quality. As found by the researcher in SMK N 6 Yogyakarta that there are no learning materials which are

specifically designed for the Travel Agent Department whereas the students of this department are expected to learn about how to manage a travel agent. This expectation, then, demands the students to be able to communicate with the foreigners because they should not only provide a tourism trip for domestic people but also for foreigners. Therefore, to achieve this goal, there should be materials developed for the students.

However, as stated before there are no specific learning materials designed or developed to support the teaching and learning process in the Travel Agent Department. The materials used in the instruction were developed by the English teachers of the school for all departments in the school. In other words, the materials are not specifically designed for each department. It shows that the materials cannot meet the students' needs. In addition, the materials developed do not yet adopt Curriculum 2013 in which the curriculum must be applied in every school. Moreover, based on the observation the students say that the materials are less interesting in terms of visualization.

Related to the discussion above, nowadays, comic strips are being developed as the learning materials for junior and senior high school levels, particularly for English instruction in Indonesia. In addition, when the researcher conducted the observation, it was found that there are positive responds from the students toward the use of comic strip in English instruction. Comic strips are developed to be the materials for English instruction because they has several advantages, mainly in language learning. According to Mc. Vicker (2007) comic can assist a teacher to provide the visual literacy media in teaching language. It is

said so since comic contains pictures and texts in the form of a reading text. In reading comic the learners will use not only one sensory experience which is seeing the picture but also reading the text. This support of visual literacy skills will assist the learner to develop strategies in acquiring words, improving phonics skills and building the vocabulary construction.

Moreover, Krashen in McKiver (2007) also states that comic also has a purpose of motivating young readers to become recreational readers, which will support them to develop their vocabulary knowledge, to connect their imaginations, and to inspire reading habit. The motivation will emerge since it will bridge the learners' literacy interests with more conventional text structures. In addition, Csabay (2006) states that comic provides story line which is easy to understand. It assists the students to portrait the context of the story. It also provides authentic language and culture. From the advantages mentioned above it is expected that there will be proper learning materials for vocational high school students in learning English which can assist the students to achieve the instructional objectives.

B. Identification of the Problem

In vocational high schools, specific learning materials should be accessible for each instruction including English instruction. It is because there is a specific skill learnt by the students. For instance, learning materials of English instruction will be valuable for hotel accommodation students if the context of the hotel is provided in the learning materials. It is because the needs of the students are fulfilled. Moreover, the amount of learning materials is also essential. The amount

of learning materials provided should be able to cover the amount of the students so that the learning materials can be used by all students properly.

The criteria mentioned before should be met the English instruction in SMK N 6 Yogyakarta that there are six departments. The six departments are Hotel and Restaurant, Patisserie, Restaurant, Skin Beauty, Hair Beauty, and Travel Agent Departments. In return, there should be six specific learning materials to support English instructional. In addition, the specific learning materials should be able to cover the amount of students at any level of the departments.

However, based on the observation conducted by the researcher, there are several problems related to the learning materials found in SMK 6 Yogyakarta. For grade X of all departments, learning materials used are the same. There are no specific materials used to each department. The content of the materials cannot cover the needs of the students in all departments. For example, a discussion on the work safety merely discusses the worker safety in a workshop whereas several students are not prepared to work in a workshop. It shows that the learning materials used do not fulfill the students' needs.

For grade XI and XII, the learning materials used are not specific. But, in some occasions supporting materials are given by the teacher. Nevertheless, for the Travel Agent department, a book for tourism is given to each student also as the encouraging materials. Basically, the book is addressed to all people who want to make travel agent. It discusses some communication that might be occurring in travel agent. It sometimes also discusses about grammar. However, the book is

not addressed to the students in class. There are no various learning activities provided there.

C. Limitation of the Study

Based on the identified problems above, the materials which are going to be developed by the researcher are learning materials for the Travel Agent Department. It is because being fluent in communicating using English in this department is very demanding since the students in this department are expected to learn how to manage a travel agent. Certainly, the students in the real world will face not only domestic tourists but also foreigner tourists. The grade X has chosen because it is considered as the basic level of the department. It is expected that the basic knowledge of language can be acquired properly and developed well in the next level. Therefore, grade X of Travel Agent department is chosen as the object of the materials development.

D. Formulation of the Problems

The problems are formulated into:

1. What are the target needs and the learning needs of grade X students of the Travel Agent Department in SMK N 6 Yogyakarta?
2. What are the appropriate materials for grade X students of the Travel Agent Department in SMK N 6 Yogyakarta?

E. Objectives of the study

Based on the problem formulation above, the objectives of this study are :

1. To describe the target needs and the learning needs of grade X students of the Travel Agent Department at SMK N 6 Yogyakarta

2. To develop appropriate materials for grade X students of the Travel Agent Department in SMK N 6 Yogyakarta

F. Significance of the study

The result of this study is expected to give some advantages for the students, teachers, and other researchers.

1. For the students

This result of this study may be useful for the students to assist them in acquiring English. Besides, it can be an encouragement for the students in learning English independently and conveniently.

2. For the teachers

This result of this study may be useful for the teachers as the inspiration or consideration to develop the material based on the needs of their students.

3. For other researchers

This result of this study may be useful for other researchers as the reference in conducting similar research. Besides, this result can be a basis to investigate other components of English instruction.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. English for Vocational High School

The learning materials developed are based on Curriculum 2013 that officially has been implemented since this year. As stated in Ministry of Education and Culture document, Curriculum 2013 is called as outcomes-based curriculum because its design is based on several competencies. It means that the curriculum development is directed toward the competency achievement formulated in SKL (*Standar Kompetensi Lulusan*). It also means that the assessment of study result and curriculum result is measured from the competencies achievement. Therefore, the success of the curriculum is determined by the students' competencies achievement formulated in the curriculum document. Meanwhile, the competencies that should be achieved by the students are formulated as follows.

- a. The competencies as content curriculum are stated as core competence which will be elaborated in basic competence.
- b. Core competence is a portrait about competencies in several aspects, which are attitude, knowledge, skill (cognitive and psychomotoric) which should be learnt by the students in a level of education, class, and lesson through basic competence organized in an instruction.

- c. Basic competence is a competency which should be learnt by the students for a theme for elementary school, and for lessons in class for junior, senior, and vocational high schools.
- d. Core competence and basic competence are focused on the attitude and intellectual.
- e. Core competence has a role as organizing elements of basic competence. It means that all basic competence and learning process is developed to achieve the competencies in core competence.
- f. Basic competence developed is based on the accumulative principle, reinforced, enriched among lessons in an education level.
- g. A syllabus is developed as the instructional plan for a theme in elementary school and a lesson of high schools.
- h. A lesson plan is developed from each basic competence directed for particular classes and lesson.

To achieve those competencies a teacher should decide a method for an instructional. Based on this curriculum, a teacher could choose any instructional methods from various methods. However, a teacher should be oriented on a principal which is excavating and developing learners' potential to think critically and encouraging the learners to solve problems, find discoveries through several stages which are the observing process, asking process, administering problems, reasoning problem, serving an idea, summarizing, and creating an idea. These are considered to be more valuable for the learners in learning.

Basically the stages of the observing process, asking process, administering problems, reasoning problem, serving an idea, summarizing, and creating an idea are adapted from the scientific approach which basically is used to conduct a research. However, in this case, the curriculum developer tried to associate the approach into an instructional so that it will be suitable for conducting learning activities. The association of the approach into an instruction could be seen by the activities undergone in every stage.

For the instance in English lesson there are several main stages that should be undergone by the learners. These main parts are observing, questioning, experimenting or exploring, associating, communicating, and creating. In observing part, the activities which must be done by the learners are examining, listening, and repeating an expression or a text. Meanwhile, in questioning, the learners should be wonder of any information about the expression or the text. This activity should be assisted by the teacher through some prompter questions. In experimenting, the learners independently should look for other examples of the expression or a text or even any information related to the materials given. Here it also states that in experimenting stage the learners should rehearse in making or using the expression or the text. As in associating stage, the learners should answer the questions that the learners make in questioning stage. Meanwhile, in communicating stage the learners are demanded to present their answers in front of the class and ask feedback from the other learners or the teacher. Lastly, in creating stage the learners are required to make a text or make a dialog consisted of the expressions they learnt.

The scientific approach is used due to a consideration that this approach is able to fulfill the instructional principles formulated in Curriculum 2013 which are:

- a. learning –centered
- b. developing learners' creativity
- c. creating a condition which is enjoyable, challenging, interactive, inspiring, motivating the learners to be active
- d. containing value, ethic, aesthetic, logic, and kinesthetic
- e. providing various learning experience
- f. and giving the learners a space to develop their independency based on their potential and intention.

Besides, in the instructional principle, it is also said that the students' comprehension of an issue should be given through multidisciplinary way which means that there should be an interrelation among the lessons.

In addition, English particularly in vocational high school, where the students have an interest in a specific skill, is important to support the main skill that the students are interested in. Ideally, the learning materials developed should also discuss about specific knowledge related to the main skill learnt by the learners. For the example, in English instruction for Travel Agent Department, the learning materials should provide a context which possibly occurs in a travel agent. It can be in the form of dialogue between the travel agent employer and the customer, descriptive texts about tourism objects, a promotion text, etc. If it is

provided in learning materials, it is expected that the instruction will be meaningful for the students of Travel Agent Department.

Considering the fact above, it is shown that the English instruction of vocational high school is also a form of English for Specific Purposes (ESP) course. It is shown from a specific knowledge which is highlighted in the English instruction. Besides, this course is also addressed to specific learners which have an interest in a skill. Therefore, to make clearer the relation of English instructional in vocational high school and ESP course the researcher here is going to describe all matters related to ESP.

2. ESP (English for Specific Purpose)

a. Definition of ESP

Related to the definition of English for Specific Purpose (ESP) there are several definitions proposed by some experts. First, Hutchison (1987) states that ESP is a kind of an approach to language teaching in which the method and the materials taught are based on the learners' rationale for learning. The learning materials should be in the specific situation which will be a basis of the course. It is similar to a definition of ESP proposed by Swalles (1992) as cited in Knight, K.et al. (2010) which said that ESP is

“...the area of inquiry and practice in the development of language programs for people who need a language to meet a predictable range of communicative needs.”

It is similar to two definitions above, Butler, et al (2010) also defines ESP as a second or foreign language course based on the needs involving all stakeholders and characterized by collaboration with workplace or content also

using appropriate, authentic, specify, and relevance task and materials. Besides, Butler and Pascoe (2009) define ESP in terms of two basic goals for the learners. The goals are the acquisition of content knowledge of a particular field and the development of English skills required to perform in the field

In a different way, Dudley in Anthony (2007) defines ESP with two kinds of different characteristics. The first characteristic is absolute characteristics. In this characteristic ESP is defined as:

- “1. ESP is defined to meet specific needs of the learners
2. ESP makes use of underlying methodology and activities of the discipline it serves
3. ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.”

Meanwhile, the second characteristic is variable characteristic. Here ESP is defined as:

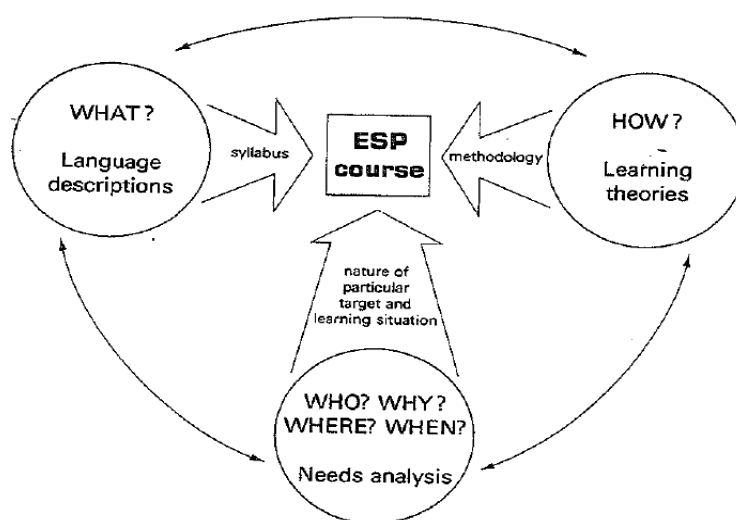
- “1. ESP may be related to or designed for specific disciplines
2. ESP may use, in specific teaching situations, a different methodology from that of General English
3. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level
4. ESP is generally designed for intermediate or advanced students.
5. Most ESP courses assume some basic knowledge of the language systems”

From the definitions of ESP above, it can be concluded that ESP is a second or foreign language course approach which is based on the learning needs. This approach considers that the course is specifically designed for a group of people who have interest in a particular field. Therefore, the discourse, register, and lexis discussed in the course should be closely related to the particular field.

If it is looked from the definitions above it also suits with the statement mentioned before that English in vocational high school is included in ESP course. It is because English for vocational high school also required a specific English to be taught. Besides, the English lesson is also designed for a group of students who have interest in a field. Therefore, the course ideally should be designed based on the learners' needs including their interest or in other word it can be said that the English course in vocational high school must adopt ESP course design. ESP course design basically is similar to general English course design, only then there are several matters which are different. So, what are the differences? The answer of the question will be explained below.

b. ESP Course Design

In designing an ESP course, there are several matters that should be taken into account. According to Hutchison and Waters (1987) those matters are language description, learning needs, and learning theory. Hutchison and Waters (1987) represent the relationship among the matters in a diagram below.



Picture 1. Factors Affecting a Course

From the diagram above, it can be shown that what should be taught or the subject is represented as language description which is presented in a syllabus. Meanwhile, the way that should be used to teach in the course is presented as learning theory producing method. Then, the needs of learners are presented as needs analysis which contains several questions about who the learners are, why the learners take the course and where and when the learners should take the course. To make it clearer, here there is a detailed explanation about each factor.

5) Language Description

In designing a course, a syllabus could not be neglected. It is because all what should be learnt by the learners is presented in a syllabus. In fact, in designing a syllabus, it is important to know what should be learnt by learners in a course. In this case, language is a matter that should be learnt by learners. Therefore, it is important to know about language description.

Hutchison and Waters (1987) stated that language description is the way to analyze and explain the language system for the purpose of learning. There are six language descriptions which are classical, structural, and transformational generative grammar, language variety and register analysis, functional notional grammar, and discourse analysis. The classical description concerns on the grammatical of classical language.

Meanwhile, in a structural description the grammar of a language is described in syntagmatic way which brings the basic propositions and notions. However, structural description could not cover the entire language phenomenon that occurred mainly in term of communicative use of the structures. This mistake

is repaired in the next stage of language description, transformational generative grammar, which concern not only on the form of the language but also on the meaning intended by the producer. However, the identification of a meaning in an utterance could not be undergone without identifying the context. To complete it, the register description appears. This description explains that contextually dependent factors make the communication act. Therefore, language becomes variety according to the context used.

On the other hand, the description of the language cannot be fully completed since there is no identification of the language producer. At this time functional description and notional description appear. Functional description concerns on social behavior and represents intention of the speaker. Notional means the way the human mind thinks. Therefore, the learners' way of thinking also can be identified by this description so that in designing a syllabus the tasks for the learners could be suited. Another characteristic of this description is that it differs from the structural syllabus which concern only in structure. This description also concerns in language use. However, this description has limited systematic conceptual framework which could assist the learners in organizing the knowledge of the language. Besides, this description also has a lack in which this description cannot enrich and support the older syllabus which is structural. To restore this problem discourse, then, comes up. This description believes that discourse comes from an acquiring utterance meaning by characteristic of what utterances preceding. It also believes that context is important in creating meaning, but the relativity of the utterance within the discourse is also important.

For the example, an utterance could acquire meaning from the preceding utterance which called discoursal meaning.

From the explanation above, it shows that those six descriptions are actually different. However, there is no incorrect description because those six descriptions are a form of completing one description and the others. In other word, those six descriptions are basically developed based on the previous description that exists. From each development it can be seen that there is a mistake and the restoration. Added to this, through seeing the development and restoration it can be used as a consideration to design a proper syllabus for a course. However, despite language description one which is also crucial in designing syllabus is that the way of learner learnt a language which could be identified in theories of learning.

6) Theories of Learning

According to Hutchison (1987) there are two main theories of learning which have important roles in language learning. The first is behaviourism theory. This method believes that language learners are taught by forming a habit of drilling system. The learners are required to repeat and replace cycle. However, Chomsky in Harmer (2001:69) has an objection to this theory. Chomsky argues that people was born with their language acquisition device. It means that people basically have a device in their brain to process the language not only just repeating. It is based on the fact that people use the language creatively.

The statement proposed by Chomsky turns into starting point of cognitive view which places the learners not only as the passive receiver but also as an

active processor of information (Hutchison, 1987). This view describes that learning is a process of adding the data done by the learner or a situation when the learner has managed to interpret the data meaningfully. Therefore, cognitive theory somehow has answered some problems in behaviourism. However, the cognitive theory is not enough to explain how the learners learn language since the learners are human being who have another factor influencing their learning which is affective factor. Therefore, constructivism theory appears to respond this problem. Piaget and Vygotsky in Brown (2000:11) describe this theory as a theory which emphasizes on a social context. This theory is examined from several perspectives which are conversational discourse, sociocultural factors in learning, and interactionist theory. It becomes the beginning of the interpersonal relationship view in class and the use of several strategies to achieve the goal. It also becomes the beginning of linguist interest toward the nature of communication and communication competence which becomes the basis of Communicative Language Teaching theory.

Richards (2006) states that in Communicative Language Teaching the learners should know “what to say” and “how to say” the language properly based on the situation, the participants, and their roles and intentions. The communicative language should become the goal of learning. In this theory the learning process is presented in several activities which are:

- “1. Interaction between the learner and users of the language
2. Collaborative creation of meaning
3. Creating meaningful and purposeful interaction through language
4. Negotiation of meaning as the learner and his or her interlocutor arrive at understanding

5. Learning through attending to the feedback learners get when they use language
6. Paying attention to the language one hears and trying to incorporate new forms into one's developing communicative competence
7. Trying out and experimenting with different ways of saying things.”

Meanwhile, in this theory, there are several characteristics of the activity used. The activity in the class is described into communicative activity which means that the activity requiring the students to use the language within a real communicative context. Another characteristic of CLT activity is the emphasizing on pair and group work activity. This kind of activity could give several advantages to the learners such as learning the language used by others members of the group, producing language more often than they would produce in front of the teacher, increasing of the learners' motivation, and a greater chance for them to develop fluency. Lastly, the use of authenticity is also being the characteristic of CLT activity. The benefits of this characteristic are that it provides cultural information about the target language, it gives exposure to real language, it relates more closely to learners' needs, and it supports a more creative approach teaching.

Those are the description of how learners learn the language. Related to this, the way of learning must be appropriate with the learners' characteristics so that the instruction will be meaningful or valuable for the learners. The learners' characteristics consist of who the learners are, why the learners take the course, when the learners should take the course, and so on. To identify the characteristics of the learners mentioned before, it is required an analysis called needs analysis.

7) Needs Analysis

Needs analysis has an important role in designing ESP course. It is because from need analysis, it will be known about what actually the learners want to learn and how the learners will undergo the learning process. According to Hutchison (1987), to conduct the need analysis, target needs and learning needs should be taken into account as a foundation.

a) Target needs

Target needs are what the learners need to do in the target situation, a need to communicate with English, in which several terms in target situation are necessities, lacks, and wants. Necessities mean a type of need decided by the demands of target situation. Lacks mean the gap between what required in target situation and what have been known by the learners as stated by Hutchison et. al in Hutchison (1987). Meanwhile, wants mean the learners' view of their own needs. In target situation, it is also needed a framework. The instance of target situation framework proposed by Hutchison (1987) is:

- Why is the language needed?
- How will the language be used?
- What will the content areas be?
- Who will the learners use the language with?
- Where will the language be used?
- When will the language be used?

b) Learning needs

Learning needs are what the learners need to do in order to learn. They concern on the knowledge and abilities applied by the learners to be able to produce the determined competence in target situation. In analyzing of learning needs, the form of framework could be:

- Why are the learners taking the course?
- How do the learners learn?
- What resources are available?
- Who are the learners?
- Where will the ESP course take place?
- When will the ESP course take place?

After identifying the needs in designing an ESP course, knowing approaches used in ESP course is also important. It is due consideration of which activities are suitable with the learners' characteristics after need analysis conducted.

8) Approaches to Course Design

Related to the approach of ESP course design Hutchison (1987) purposes three main approaches which are language-centered course design, skilled-centered, and learning-centered.

a) Language-centered Approach

Language-centered approach is a simple course design approach in which the analysis of target situation and the content of ESP course are directly related. It begins with using target situation and theoretical view of language to identify

linguistic feature of target situation as a consideration to make syllabus. To exemplifying the syllabus, the materials are designed. The last step is that developing evaluation procedures to test mastery of syllabus item.

However, this approach has several drawbacks. First, the first step of this approach concerns on the learners. Thus, it might be considered as learning centered approach. Then, in this approach the role of learners is limited. The learners are not given chance to decide their needs since it just considers the target situation. In return, there is no flexibility that suits the learners situation. This condition can also trigger an uninterested feeling toward the learning process. To be easier in comprehending this approach, the portrait of this approach can be presented in this picture below.

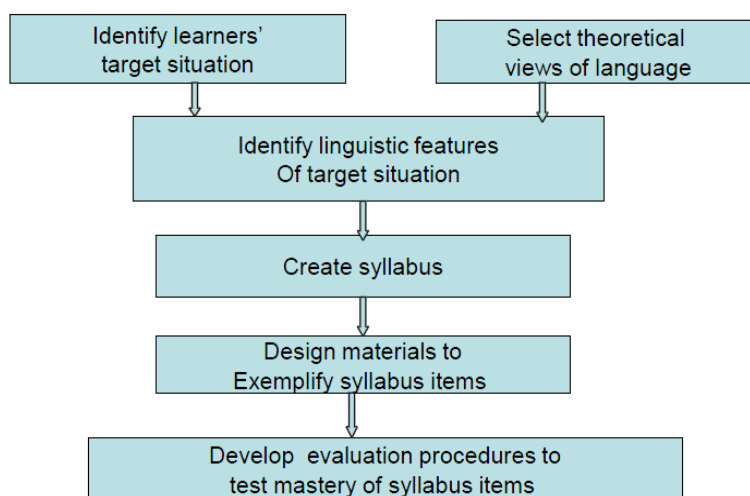


Diagram 1. Language-centered approach

b) Skilled-centered Approach

Skilled-centered approach emerges based on two principles which are theoritical and pragmatics. In theoritical principle the main concern is in the competence which becomes a basic of performance. Therefore, the form of the

syllabus is focused on the competence and defined by some learning objectives. On the other hand, pragmatics principle believes that the ESP course basically should not be focused on the result that the learners achieve but focus on facilitating the learners to achieve what they can within the given limitation. In skilled-centered approach, the role of the learners has been shown in the process of need analysis. However, in this approach the learners are just reputed as a user of language not the learner of language. The diagram of skilled-centered approach can be seen as follows.

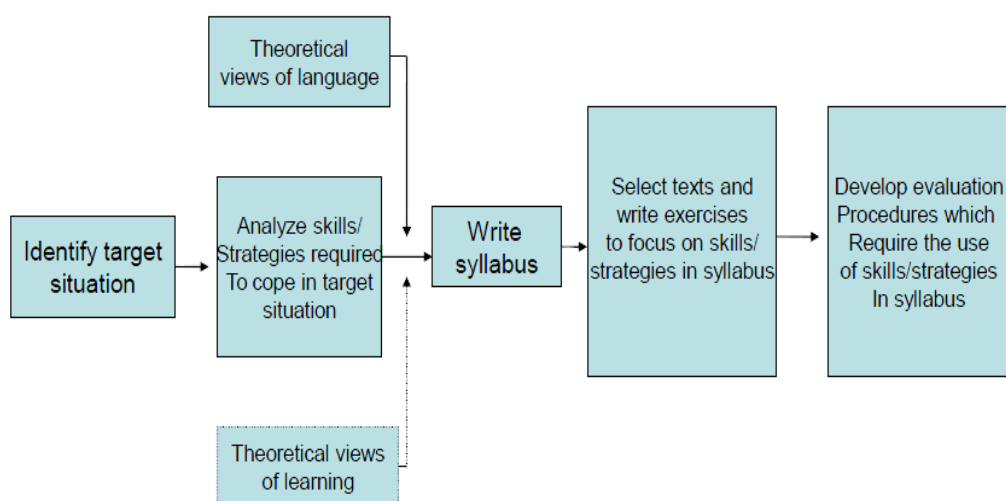


Diagram 2. Skilled-centered approach

c) Learning-centered Approach

Learning-centered approach focuses on the process of how the learners learn a language which differ from skilled-centered approach which concern on what skills or competences that could be performed by the learners. In return, the course includes the syllabus, materials, methodology, and evaluation process will be influenced by learning situation and target situation. Therefore, the feedback of this approach must be given regularly since needs might be changed.

Related to the discussion of designing an ESP course above, in this research the language description used is discorsal meaning in which the instruction would be focused on the use of language in context. It is due to the theory of discorsal meaning is suitable with the core competences mentioned in Curriculum 2013. The core competences state that the learners should comprehend, apply, and analysis the fact. Besides, the learners should process, think and present the knowledge learnt in concrete and abstract way. Therefore, the language description used in this research is discorsal meaning.

Meanwhile, the approach used in this research is learning-centered. It is due to the principle of Curriculum 2013 that states that the instruction must use learning-centered approach. The instruction focuses on the process of how the learners learn a language. It will support other points of Curriculum 2013 principle which are developing learning creativity and giving the leraners a space to develop their independency based on their potential and intention.

Related to the way learners learn, in this research communicative language teaching is chosen. It is due to the principles of this method is in accordance with several points of Curriculum 2013. The points are developing learning creativity, creating interactive condition that motivate the learners to be active and providing various learning experience. In addition, since this research adapts the communicative language teaching and concerns on the process of learning, the methods used in this research to develop materials are content-based instruction and task-based instruction as extensions of the CLT.

3. Content-Based Instruction

According to Richard (2006) content means the information that learners learn through language. Meanwhile Krahne in Richard (2006) defines content-based instruction as

“the teaching of content or information in the language being learned with little or no direct or explicit effort to teaching the language itself separately from the content being taught.”

This method describes that using content as the motivating force of classroom activities will assist the students to comprehend the materials. It can relate all the different elements of communicative competence, including grammatical competence to content. Content-based instruction is based on the following ideas:

“People learn a language more successfully when they use the language as a means of acquiring information, rather than as an end in it. CBI better reflects learners’ needs for learning a second language. Content provides a coherent framework that can be used to link and develop all of the language skills.”

Richard also states that content-based instruction could become a *framework for a unit of work and framework for commercial EFL/ESL materials*. To become framework for units or materials, the instruction should initially identify the language that will be used for the students. For example, in a hotel receptionist communication course a teacher may prepare a unit of work on theme of telephoning and offering. The teacher in collaboration with the hotel receptionist should identify common topic in hotel receptionist communication as the basis of the materials framework. Then, the teacher develops the activities based on the topic decided before.

From the explanation above, it can be shown that content based instruction is suitable for the learners in vocational high school which are the participants of this research. It is due to what students learn in the instruction is language that is used in a particular context depends on their major. In return, the instruction should also be appropriate for the students major so that the students' communicative competence can be developed. Moreover, in communicative language teaching there is still a way to develop students' communicative competence in an instruction through engaging learners in interactive task which becomes the basis of task-based instruction or task-based language teaching.

4. Task-Based Language Teaching

a. Definition of Tasks

To know about task-based language teaching, it is important to recognize the meaning of a task which becomes the basis of task-based language teaching. According to Nunan (2004) there are two types of tasks. The first task is real-world task and the second task is pedagogical tasks. Real-world tasks mean tasks which are not experienced in the class, e.g. reading magazines, writing letter for friends, borrowing books, etc. On the other hand pedagogical tasks mean tasks which are experienced by the learners in the class. In this research, definitely, the tasks refer to pedagogical tasks. Richards in Nunan (2004) offers a definition of pedagogical tasks as an action or activity experience by the learners as the result of learning process. It is also said that variety of tasks given in the class could be created the language teaching more communicative since in the real world the language also used in many occasions.

Related to this, Breen in Nunan (2004) defines a task as a variety of assignments facilitating the learners in the language learning. The level of assignment is varied, from the simple one to more complex and lengthy activities such as group problem-solving or simulation and decision-making. Meanwhile, Ellis in Nunan (2004) defines a task as a work that oblige the learners to achieve understanding of an issue which can be evaluated about the appropriateness of the content. A task should also be able to portray the use of language which resembles to the language used in the real world.

However, Skehan in Nunan (2004) states several characteristics of a task which are concerning on a meaning, initiating meaning independently, relating the activity to the real-world activity, preferring some of the task completion, and assessing the task by the learners' outcome. Related to this, Nunan (2004) offers a definition of task as an assignment which has to be completed by the learners with the process of comprehending, manipulating, producing, or interacting and resulting an effort to express meaning with organizing the grammatical knowledge.

From those definitions above, it can be concluded that a task is a work, which has a similar issue to the use of language in real-word, given to the language learner which should prompt the learners to achieve a settled goal through a process of comprehending, manipulating, producing, or interacting so that the learners will be able to communicate with the language accurately and fluency. The understanding about task definition, then, will assist the learners to comprehend task-based language teaching explanation below.

b. Definition of Task-based Language Teaching

There are two experts who purpose the definition of task-based language teaching. The first expert is Branden (2006). According to Branden (2006) task-based language teaching concerns on what the learners are able to perform which do not concern on the grammatical understanding. It emphasizes on the learners' communicative abilities. It facilitates learners with real sources of meaningful material, ideal conditions for communicative activity, and supportive feedback. It is similar with the definition proposed by Nunan (2004) that task-based language teaching is a communicative method in language teaching which is based on tasks used to facilitate the learners to acquire the language. It can be said that task-based language teaching is a method in language teaching which concerns on communicative tasks as a means to acquire the language. In addition, it is important to figure out the principles which become the basis of task-based language teaching to complete the understanding of task-based language teaching definition.

c. Principles of Task-Based Language Teaching

According to Nunan (2004) this language teaching method has several principles which are important to take into account. They are scaffolding, task dependency, recycling, active learning, integration, reproduction to creation, and reflection.

1) Scaffolding

It means that the lesson and learning materials should give the learners reinforcement in acquiring the language. Therefore, the learners may not be expected to produce language that the learners never heard before.

2) Task Dependency

It suggests that a task should be developed from previous tasks. It means that the learners should be recognized with the tasks gradually.

3) Recycling

This principle denotes that a topic of language should be reintroduced to the learners in a range time in different situation. It is used to reinforce the learners to know the various applications of a topic.

4) Active learning

It is similar to the principle of learning by doing that the learners should use the language frequently in the class. It is believed that the learners will be better in acquiring language by using the language rather than by getting the language from the teacher.

5) Integration

The word integration means the form of language, the function of language, and meaning should be integrated so that in a learning process the learners should be clarified with those three things.

6) **Reproduction to Creation**

The learners should be led to accomplish reproductive tasks to creation tasks which mean that the learners should reintegrate topic that the learners reproduce with a new way.

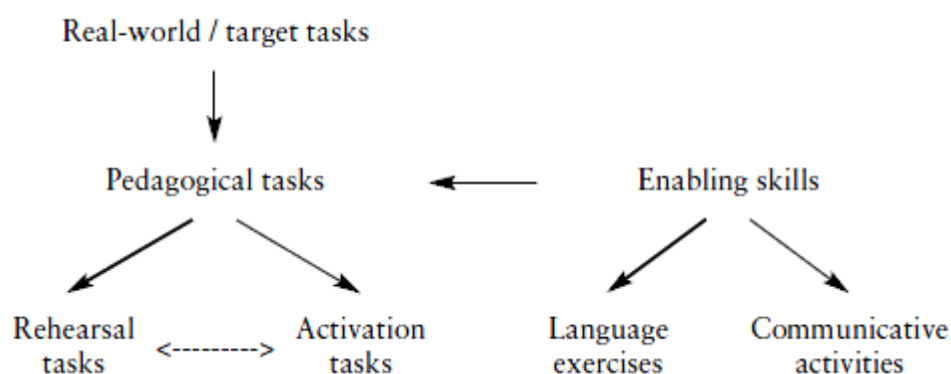
7) **Reflection**

In the process of learning, the learners should be given an opportunity to reflect what they have learnt and how their understanding toward a topic due to a consideration that learners who are able to reflect what they have learnt will be better learners.

Those are the principles of task-based language teaching which should be fulfilled in task-based language teaching. Those principles are also used as consideration in analyzing the framework of task-based language teaching presented below.

d. A Framework of Task-Based Language Teaching

The model of task-based language teaching offered by Nunan (2004) could be seen as follows.



Picture 2. Framework of task-based language teaching

From the diagram presented above, it can be seen that target tasks should be adopted in designing pedagogical tasks as a reference. Pedagogical tasks have two types which are rehearsal task and activation task. Rehearsal task is a task which is directly and obviously related to the target tasks. Meanwhile, the activation task does not assume the students to master language which is used in their field but it reinforces learners to initiate the application of language functions and structures in which the learners are not limited to use a specific lexical and grammatical resources.

In this framework, form-focused work is presented in the form of enabling skills since it is designed to develop skills and knowledge of language that provides the process of authentic communication. There are two kinds of enabling skill which are language exercises and communicative activities. Language exercise could be divided into two exercises which are lexical focus and grammatical focus. Meanwhile, communicative activity means an activity which has an element of meaningful communication and provides controlling practice of limited language items.

e. Task-based Syllabus Design

Task-based syllabus design which adopts the principle of analytical approaches is basically a form of development of a synthetic approach syllabus. Wilkins in Nunan (2004) defines synthetic approach as an approach in which parts of the language are taught separately gradually. However, learning is unstable, one and other learners are different in term of learning. Therefore, the analytical approach emerges to repair this mistake. This approach way is breaking apart

language into pieces and required to analyze. Then, this approach is going to be the basis of task-based syllabus design including project-based, content-based, thematic, and text-based syllabuses.

Related to this, in task-based syllabus design, Nunan (2004) offers two considerations of syllabus design which are concerning on units of lesson and broader syllabus model. The first consideration is arranged by “task chaining” way while the broader syllabus model is arranged based on the topic or theme. In “task chaining”, there are several steps that should be followed, which are:

- 1) Schema building which will introduce the learners to the topic, set the context, and recognize the vocabulary related to the tasks completion.
- 2) Controlled practice in managing target language vocabulary, structures and functions since the learners will start to be introduced with communicative flexibility.
- 3) Authentic listening practice which can expose the learners to authentic or simulated conversation
- 4) Focusing on linguistic elements which will make the learner easier to see the relationship between communicative meaning and linguistic form
- 5) Providing free practice to encourage learners to use language creatively
- 6) Introducing the pedagogical task

Meanwhile, in understanding the broader syllabus model, it is important to know that there is a theme of language function proposed by Halliday in Nunan (2004) which are macro-function and micro-function. In macro-function level, there are three activities that people usually use language. They are transactional

or service macro-function, interpersonal or social macro-function, and aesthetic macro-function. Transactional or service macro-function refers to language used to exchange goods and services. Interpersonal or social macro-function refers to language used to socialize with others while aesthetic macro-function refers to language used for enjoyment. Meanwhile, micro-function level refers to language used in everyday interactions. For the instance is asking for and giving directions. That is all about syllabus design. Related to this, in designing task-based materials it is also important to comprehend what the components of tasks are.

f. Task Components

Nunan (2004) offers a specification of a task which are goals, input data, procedures, teacher role, learner role and the settings.

1) Goal

Goal actually is a purpose of undertaking a particular task done by the learners which relates to communicative aspect, affective aspect, and cognitive aspect.

2) Input

Input means a spoken, written and visual data that the learners do in a course. It can come from the teacher, textbook, or the learners themselves. In communicative class, input should be authentic. Input that is appropriate to the needs, interests and proficiency levels of the learners. Otherwise, it is better to simplify the authentic input so that it will be suitable for the learners.

3) Procedures

Procedures refer to the instruction of what learners will actually do with the input to produce communicative performance. Several types of activities such as answer-question, dialogues and role play, picture stories, information-gap, discussion activity can represent the communicative aspect of the task procedure.

4) Learner's and Teacher's Role

In communicative class, learners should be active meanwhile the roles that should be owned by the teacher are facilitator, participant, observer and learner.

5) Settings

Settings denote to the classroom arrangements. They include class size, individually or guided work, environment meaning the place of the learners whether the learners are in the workplace, a self-access centre, multimedia, or conventional class room.

That is the explanation about several task components. Added to this, the explanation about syllabus design and task component above must be a consideration to design a task.

5. Task Design Development

c. Designing Task

According to Nunan (2004) , there are several steps which should be followed in designing tasks. The first step is setting the goal and objectives of the lesson which usually has been written in the syllabus or curriculum. The goal set must be a foundation of the teaching and learning process including in designing task. The second step is selecting or creating input for the learners to be done. In

selecting the input, it is important to consider the concept of authenticity. However, the concept of authenticity must be followed with the concept of adaptation. Adaptation means that the task should be suited with the learners' characteristics. After selecting the input, the activities should be designed. In designing the activity, there are some considerations that should be taken into account. The first is that the relationship between the activities in the class with the real-world which will be faced by the learners. Second, the characteristics of the learners should also be a consideration to design the activities. Finally, the condition whenever the activity is undergone should be taken into account too.

d. Grading Tasks and Task Continuity

According to Richards, et al (1986) in Nunan (2004) grading is an organization of the language course book content so that it will be in the form of scaffolding system. It influences the order of word difficulty, tenses, structures, topics, functions, and skill. Gradation might be based on item complexity, frequency in written or spoken, and its use for the learners. In gradation which based on the input complexity, the grammatical complexity could be an obvious example. Other than the grammatical complexity, there are several items which are needed to be graded. They are the level of difficulty will be affected by the text length, how much information presented in the text, the amount of vocabulary, the speed of spoken texts, the number of the involved speaker in spoken texts and the explicitness of the information. In grading or sequencing the input there are three steps which are a pre-task phase, a task- proper phase, and a follow-up phase. In pre-tasks phase learners are required to build scheme of the

tasks. In the next phase the learners are demanded to finish the tasks and in the last phase, the learners will obtain explanation and corrective feedback from the teacher.

Moreover, the tasks in fact cannot be just graded and sequenced. It also requires having interdependency among them, or it could be said as tasks continuity. According to Nunan (2004) the term continuity refers to the interdependency of the tasks, task components, and skills. Besides, it can be in term of cognitive and performance. In this continuity there are several steps to do. They are taking tasks which increasingly demanding, moving from comprehension-based to controlled production activities and exercises, and lastly, requiring authentic communicative interaction.

Those are the explanations of language description, teaching approach, and teaching and learning methods that will be adopted in this research. However, in an instruction the teaching method, language description, and teaching approach should be realized in learning materials. Therefore, it is needed the discussion of materials, materials development, and materials evaluation as presented below.

6. Learning Materials

a. Definition of Learning Materials

According to Tomlinson (1998: 2) learning materials in language learning are more than just course book. Materials mean a set of product used in language teaching and learning. They refer to anything which is used by the teachers or learners to facilitate the learning process which is used to improve the learners'

knowledge and experience of the language. They can be in the form of newspapers, workbooks, photocopied exercises, etc.

In addition, Richards (2001: 251) states that instructional materials commonly provide the basis of the language input that learners obtain and the language practice that occurs in the classroom. Briefly, materials are everything used by teachers or learners in the teaching and learning process that give students' chance to practice the language and improve their language knowledge. Therefore, it can be identified that materials have an important role in an instruction.

b. The Role of Learning Materials

There are four important roles of materials in the ESP context proposed by Dudley-Evans and St. John in Richard (2001). The first role is materials as the source of language. The materials become kind of language exposure to the specific register of ESP for the learners. Second, materials have a role as learning support. Materials can stimulate the cognitive processes and providing a structure and sequence for learners to follow. Third, materials can motivate learners to learn since it provides achievable challenges and interesting content. Last, materials have a role as reference. It means that materials provide a resource for self-study outside the classroom.

c. Criteria of Effective Learning Materials

Hutchinson and Waters (1987: 107) describe good materials as materials which contain interesting texts, enjoyable activities that engage the learners' thinking abilities, opportunities for learners to use knowledge and skills that they

have, and the content which both learners and teachers can deal with. They also state that good materials should provide a clear and coherent unit structure, which will guide teachers and learners through various activities to maximize the chance of learning. In addition, Tomlinson (1998: 7-22) also states the criteria of good materials design are:

- a. Materials should achieve impact.
- b. Materials should help learners to feel at ease.
- c. Materials should help learners to develop confidence.
- d. Materials should require and facilitate learner self-investment.
- e. Materials should provide the learners with opportunities to use the target language to achieve communicative purposes.
- f. Materials should take into account that the positive effects of instruction are usually delayed.
- g. Materials should take into account that learners differ in learning style.
- h. Materials should take into account that learners differ in affective attitudes.
- i. Materials should permit a silent period at the beginning of instruction.
- j. Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities.
- k. Materials should not rely too much on controlled practice.
- l. Materials should provide opportunities for outcome feedback.

In brief, effective learning materials should meet several criteria. The criteria are meeting the learners' needs, helping learners to develop their self-confidence, facilitating learners in learning process and giving learners opportunities to use the language. Related to this, in developing effective learning materials there are several steps that should be conducted by the developer. Therefore, it is needed the explanation of steps to develop materials as presented below.

7. Developing Materials

d. Materials Development

According to Tomlinson (1998) materials development is every activity conducted by writers, teachers, or learners to provide source of language input and to make use of those sources to provide information of the language to support language learning process. Related to this, Jolly and Bolitho in Tomlinson (1998) offer several steps in materials writing. They are:

1) Identification of needs for materials

In this step, the developer of materials should be able to find the needs that must be fulfilled through the creation of materials

2) Exploration of needs

This step offers exploration of the area of needs in term of language which should be presented, what the meanings of it, for what functions, and what skills should be covered.

3) Contextual realization of materials

In this step, the finding of suitable contexts or texts is proposed.

4) Pedagogical realization of materials

This step could be done by finding the appropriate exercises and activities.

5) Production of materials

This step concerns on the physical production of materials which are consideration of layout, visual, size, reproduction, and tape length.

6) Students use materials

This step refers to the use materials by the learners

7) Evaluation of materials

This step could be done by the consideration of whether the materials fulfill the learners' needs or not.

Added to this, Borg and Gall (1983) offer a cycle in developing the learning materials. There are ten steps that should be undergone. They are:

- 1) Research and information collecting
- 2) Planning
- 3) Develop preliminary form of product
- 4) Develop preliminary field testing
- 5) Main product revision
- 6) Main field testing
- 7) Operational product revision
- 8) Operational field testing
- 9) Final product revision
- 10) Implementation

e. Materials Evaluation

Based on Tomlinson (1998) materials evaluation is an attempt to assess the value of the materials. It includes the consideration of whether or not the materials will be used for the students without any difficulties and forces. Littlejohn in Tomlinson (1998) proposes several aspects to be analyzed when evaluating learning materials. In this case, Littlejohn divides the aspects into two main points which are publication and design. In publication point there are several aspects needed to be taken into account. They are:

1. Place of the learner's materials in any wider set of materials
2. Published form of the learner's materials
3. Subdivision of the learner's material into sections
4. Subdivision of section into sub-sections
5. Continuity
6. Route
7. Access

While several aspects in term of design are:

1. Aims
2. Principles of selection
3. Principle of sequencing
4. Subject matter and focus of subject matter
5. Types of learning/teaching activities:
 - What they require the learners to do

- Manner in which they draw on the learner's process competence(knowledge, affects, abilities, skills)
- 6. Participation included who, what, whom
- 7. Learners' roles
- 8. Teachers' roles
- 9. Role of materials as whole

Moreover, Cunningsworth (1995) in Richards (2001: 258) suggests four criteria for evaluating materials especially textbooks as follows.

- a. They should correspond to learners' needs. They should match the aims and objectives of the language learning programm.
- b. They should reflect the uses (present or future) that learners will make of the language. Textbooks should be chosen that will help equip learners to use language effectively for their own purposes.
- c. They should take account of students' needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid 'method'.
- d. They should have a clear role as a support for learning. Like teachers, they mediate between the target language and the learner.

Those are the explanations of how materials are developed and how materials should be evaluated. Related to the discussion above, in this research the researcher uses comic strip as the main media in developing the materials. It is due to several considerations that discussed below.

8. Comic Strip for Language Teaching

As stated before, in this research, learning materials which are based on comic strips are developed by the researcher. Therefore, the researcher starts this section with the explanation of comic strip. Before the discussion of the comic strip for language learning, it is better to present the definition of comic since comic strip is derived from comic.

d. Definition of comic

Basically, the definition of a comic is still debated by a great number of scholars. Some scholars argue that comic is merely pictures put together with a text or even they merely argue that comic is just a sequence of pictures and neglecting the concept of telling story. In Meskin (2007) Eisner and Mc Cloud have similar definition toward a comic. Eisner (2007) states that comic is just “sequential art. It means that the definition does not touch the use of comic which is conveying a story. In the same tendency McCloud states that comics are images that put together in purposeful sequence to produce an aesthetic response of the viewer. According to this theory, it could be seen that comic is just a picture compilation informing message in an aesthetic way. However, the definition of a comic is not limited with the definitions above. A Comic also can be defined as a picture compilation attached with texts. Somehow, comic also conveys a story not only just a sequence of picture. Because of that disparity, a number of theories mentioned before, are objected by some theorists.

In Pimenta et al (2010), Harvey offers an opposing definition in reference to McCloud's. The definition is that comics consist of story embedded with

pictures or expositions in which words (often lettered into the picture area within speech balloons) usually give the meaning of the pictures and vice versa. This theory as well provokes the other experts to make the other theorists opposing McCloud theory. Groensteen in Cohn (2007:1-2) argues that a comic cannot be guided by a single "essence" which is text or image interactions. He criticizes a definition of comics as episodic narratives. However, he identifies comics as a language system combining from a fancy term of several images. Similar with Groensteen (2007), Hayman and Pratt in Meskin (2007) propose a definition of comic which is a sequence of images that comprise narrative combined with text. Similar to the experts above, Mahamood in Muniran (2008) asserts that comics are illustrations that enclose story telling texts and pictures in boxes or panels. Those are theories which argue differently from Eisner and Mc. Cloud.

Those theories oppose all theories proposed before. Basically, the differences of view in defining a comic are put in the term of story conveying. In this case, the researcher's stand is that a comic is a sequential of pictures inserted by text which convey a story or narrative in an aesthetic way. After the discussion about definitions of a comic is presented above, the discussion of the differences between comic book and comic strip explanation will be described next..

According to Fabregas (2013), there are several differences of comic strip and comic book. The first difference is that comic strip merely has limited panels while comic book has any number of panels. Secondly, in terms of theme, comic strip usually is humorous or satirical while comic book has any kinds of plot. Third, the story of a comic strip could stand alone which differs from a comic

book that needs continuity. Considering those characteristics, it is important to look deeper at the use of comic strip in the classroom.

e. Comic Strip in Language Classroom

In recent decades, a comic strip has been being issued by some experts for its use in language classroom. Almost of the experts state that comic strip can enhance the learners' ability to master the language. It is because there are several advantageous aspects of comic strip which cannot be afforded from other media. According to Mc. Vicker (2007), comic can assist a teacher to provide the visual literacy media in teaching language. Visual literacy means a vision competency that can be developed by assimilating some sensory experiences at the same time. It is said so since comic contains pictures and texts in a reading text. In reading comic the learners will use not only one sensory experience which are seeing the picture but also reading the text. This support of visual literacy skills will assist the learner to develop strategies in acquiring words, improving phonics skills and building the vocabulary construction. Related to this, Liu (2004) denotes that the visual of reading text will assist the learners to comprehend factual information. It is also supported by Nunan (2004) by stating that learners who are given a complementing visual that provided a context are able to reconstruct a logical version of the story.

Supporting this idea Piro in Mc. Vicker (2007) describes that a picture will enlarge the comprehension of the text for the student. It is because by seeing the picture and relating to the text, the process of enlarging or extending comprehension in comprehending the text will occur. It is due to a schema owned

by the learners' mind when they see the pictures. The schema will trigger the learners' prior knowledge when they see the picture. Piro added that using visual literacy such as a comic strip in teaching can develop the student spatial concepts. The learner will not be forced to imagine the detail or description in color, size and other aspects. The visual provided by comic also has other advantages. According to Csabay (2006) the visual of comic strip will be a factor that improves the communicative competence. It is due to the presenting of expressions used in spoken of life-like situations, such as idioms, reduced forms, expressions that require shared cultural knowledge and the gestures or body language of the characters which will also develop the learner communicative competence of nonverbal communication.

In addition, a comic also could role as a motivating aid for the learner in learning language since the learning process will be more enjoyable and interesting. In enjoyable learning condition the learners never realize that they acquire knowledge in reading the comic. Through comic the learners will not feel that they are really reading the academic texts but they will feel reading the text for pleasure since there are pictures in comic. Royanti (2007) also agrees that pictures give intention more effectively than words. Pictures give an image of situation that more comprehensible than word. Therefore, comic can also support the enjoyable learning condition created in class. Krashen in McKiver (2007) also states that comic also has a purpose of motivating young readers to become recreational readers, which will support them to develop their vocabulary knowledge, to connect their imaginations, and to inspire reading habit. The

motivation will emerge since it will bridge the learners' literacy interests to more conventional text structures.

Added to this, another advantage of a comic strip is the authenticity provided in the text. The authenticity is got since it provides the actual situation of society in using language. Remember that using authentic material is very important in language teaching and learning since it will give several advantages. Firstly, the fact that learners comprehend a genuine text successfully, the learners can be motivated and the learners' confidence will be built (Csabay, 2006).

Lastly, comic also conveys value and popular culture for the learner. The value could be obtained by the learner in a story of the a comic which is also represented in pictures. According to Buckingham in Morison, Chilcoat and Bryan (2002) popular culture should be introduced for the learners especially junior and senior high school because it can reduce the different feeling that the student experiences in the school and out the school. This theory makes the learner get the kinds of value that the learner gets in the school and outside the school. Since learners have more than one role in their daily life, they ought to learn the popular culture.

Those facts, then, inspire several material developers or teachers to make a comic strip as the learning materials. It inspires the materials developer or teacher to develop learning materials based on a comic strip. As it is found that there are several teachers using a comic strip in their language class. The first person is Sylvia. She is a teacher also materials developer. In her blog "Sylvia's English Online", she tells that she uses comic strip in her language class resulting several

good responses from the learners. Sylvia said that her learners respond well to colorful visuals that demonstrate the context of language since the learners will get very tired of black and white print and monotonous exercises. She also states that the learners also like making their own and comic strips since she thinks that the best way for learners to remember is to do it themselves. Besides, she states that this kind of multi-media project work makes the learners feel enthusiastic. It increases creativity and promotes confidence and independence. This is an example of Sylvia's work in developing the materials.



Picture 3. An Example of Comic Strip in Language Classroom

The second teacher is Carla Arena. She is a Brazilian EFL teacher, a teacher trainer and site content manager at a Binational Center in Brasilia, Casa Thomas Jefferson. In her blog she tells that she uses comic strip for her learners to teach about phrasal verb too. She found that comic strip has several advantages which are visually appealing, providing the comprehensible input, fun and

engaging, dealing with language used in our daily lives, giving the learners a sense of accomplishment as they are able to figure out language from context and images. Besides, some college students in Universitas Pendidikan Indonesia also develop English learning materials based on a comic. The materials are shown in an exhibition of English instructional as reported in Kabar UPI on December 13, 2013.

Therefore, based on the facts above the comic strip-based learning materials are developed by the researcher. In developing these materials, there also several considerations that should be taken into account. It is included the implementation of English instruction in the level of education and what approach that uses in developing the materials.

c. Criteria of Good Comic Strip

In defining the criteria of a good comic, Mccloud (2006) states that there are several aspects that should be considered. They are:

- 1) Choice of moment
- 2) Choice of frame
- 3) Choice of image
- 4) Choice of word
- 5) Choice of flow
- 6) Character design
- 7) Character's body language and facial expression
- 8) Choice of landscape and properties

The aspects, then, are described to be requirements of a good comic. The first criterion is related to the moment and the image illustrated. The moment and the image illustrated in a panel should describe the topic of the story. Second, the choice of frame, caption, and speech balloon should support the story. Third, the language use in the comic should discuss the topic of the story. Besides, it should be correct grammatically. Fourth, the plot of the story should be clearly identified by following the flow of the panel. Fifth, characters in a comic should be easily identified. In addition, the body language and the facial expression of the characters should be easily recognized. The last is about the coloration. The coloration of the comic should support the illustration of the comic.

B. Conceptual Framework

Based on the observations, it is found that there is a lack of learning materials in SMK 6 Yogyakarta. It is found that there are no specific learning materials designed or developed to support the teaching and learning process in the Travel Agent Department. It shows that the materials cannot meet the students' needs. In addition, the materials developed do not yet adopt Curriculum 2013 in which the curriculum must be applied in school this year. Moreover, the students say that the materials are less interesting in term of visualization. This issue then is being the background of this materials development. In conducting this research, the researcher has started by observing the availability of the learning materials in Travel Agent Department In SMK N 6 Yogyakarta. After identifying that problem, the researcher begins to develop learning materials.

According to the theories described above to develop learning materials there are several steps that must be conducted by the researcher. There are conducting needs analysis, writing course grid, developing materials, implementing the materials, evaluating the materials, and revising and writing final draft. However, in this research the researcher passes over the fourth step which is implementing the materials since the validation from expert judgment is confirmed to be applied. Related to this the researcher uses comic strips in developing learning materials due to consideration that comic strips is examined to be good media of learning language as stated in the literature above.

CHAPTER III

RESEARCH METHOD

A. Type of Research

This research which concerns on developing learning materials is classified into research and development type of study. Its purpose is to bridge the gap that occurs between educational research and educational practice (Borg, 1983). Borg (1983) defines research and development as a process which is used to develop and validate educational product. In that process, there are several steps that should be conducted. In broad outline they are studying related research about the materials which will be developed, developing the product based on the findings, field testing, revising the product based on the field testing result, and repeating the cycle until the products meets the objective.

B. Product of the Study

In this research the product is comic strip based learning materials for Grade X students of Travel Agent Department in SMK N 6 Yogyakarta based on curriculum 2013.

C. Setting of the Study

This research was conducted at September 2013 to July 2014. It was started from the planning of this study and ended with the writing the report. In this research, the participants were the students of Travel Agent Department of SMK 6 Yogyakarta Grade X. The students participated in the needs analysis step of this study. Besides, a manager of a travel agent helped the researcher to find the

target needs of learners. Last, materials expert was involved in evaluating the materials.

D. Data Collection

1. Data of the Research

Qualitative data and quantitative data were collected by the researcher. The qualitative data were used to identify the target needs. Meanwhile, the quantitative data were used to identify the learning needs and evaluation in expert judgment.

2. Data collection Techniques

In this study, some techniques were used in collecting the data as follows:

a. Interview

This technique was used for analyzing the target needs of the learners. To find the target needs of the learners, the researcher conducted an interview with a manager of a travel agent.

b. Questionnaire

In this research, there were two questionnaires used. The first questionnaire was for students to do the needs analysis step. This questionnaire was in the form of multiple choices. The learners were required to choose several statements provided. However, the learners were also allowed to give other answers in the given space. The second questionnaire was created for the experts to do the evaluation step. The questionnaire was in the form of a check box. The experts were required to give a check to the column that represented their opinion.

3. Data collection instruments

A number of instruments were used. They are:

a. Interview guide

The interview guide was used to gain the information about the target needs of the learners which is about the language used in travel agent.

b. Questionnaire

As stated before, there were two questionnaires which are needs analysis questionnaire and expert judgment questionnaires.

1) Needs Analysis Questionnaire

This questionnaire was used to identify the learners' characteristics and the learners' needs toward the English learning. Before it was given to the learners, the questionnaire was consulted to the consultant. The organization of the questionnaire is presented as follows.

Table 1. The organization of Needs Analysis Questionnaire

Question Number	Purpose of the Question	References
Part A	To find some information concerning on the students' identity	
Part B		
1	To find some information about the students' goal of their learning English (short-term goal)	Brown (2001:142) Nunan (2004:174)
2	To find some information about the students' goal of their learning English(long-term goal)	Brown (2001:142) Nunan (2004:174)
3-8	To find some information about	Nunan (2004:47-52)

	what kind of input that the students want in learning English	
9	To find some information about topic or theme that the students want in learning materials	Nunan (2004:47-52)
10-16	To find some information about activities that the students want in learning English	Nunan (2004:53-63) Hutchinson and Waters (1987 : 60-63)
17-18	To find some information about setting of instruction that the student want	Nunan (2004:64-70) Hutchinson and Waters (1987 : 60-63)
19	To find some information about students' role	Nunan (2004:64-70) Hutchinson and Waters (1987 : 60-63)
20	To find information about teacher's role	Nunan (2004:64-70) Hutchinson and Waters (1987 : 60-63)
21-25	To find some information about the students' perception of comic strips	Mc Cloud (2007)

2) Expert Judgment Questionnaires

There were two questionnaires used to evaluate the materials. The first questionnaire was used to gain the evaluation of the materials developed and second questionnaire was used to evaluate the illustration of a comic strip. This first questionnaire was given to a materials expert while the second questionnaire was given to a comic illustration expert. Before it was given to the experts, the questionnaires were consulted to the

consultants. The organization of the questionnaires can be presented as follows.

Table 2. The organization of Expert Judgment Questionnaire

No	Aspects	The Aim of the Questions	Item	Reference
Part A		To find some information concerning on the students' identity		
Part B				
1.	Content	To validate the appropriateness of the materials with the core competences and basic competences	1-7	Pusbuk (2007)
		To validate the accuracy	8-11	Pusbuk (2007)
		To validate the learning materials support	12,13	Pusbuk (2007)
2.	Language	To validate that language used is communicative	14-16	Pusbuk (2007)
		To validate the appropriateness of the language with the students' cognitive development	17- 20	Pusbuk (2007)
		To validate the cohesiveness and coherences	21,22	Pusbuk (2007)
3.	Presentation	To validate the presentation technique	23,24	Pusbuk (2007)
		To validate the learning presentation	25 - 31	Pusbuk (2007)

		To validate the presentation comprehensiveness	32,33	Pusbuk (2007)
4.	Graphic Design	To validate the appropriateness of the materials layout and the content design	34 – 40	Pusbuk (2007)
5.	Content and Language of Comic Strip	To validate the content of the story	41-43	Mc Cloud (2007)
		To validate the language used in the story	44,45	Mc Cloud (2007)
		To validate the dialog in the story	46,47	Mc Cloud (2007)

Table 3. The organization of Expert Judgment Questionnaire (Comic Strip Illustration)

No	Aspects	The Aim of the Questions	Item	Reference
Part A		To find some information concerning on the students' identity		
Part B				
1.	Panel	To validate the use of panel in supporting the story	1-4	Mc Cloud (2007)
		To validate the presentation technique of the panel	5,6	Mc Cloud (2007)
2.	Characterization	To validate the character identity	7	Mc Cloud (2007)
		To validate the character feeling and body language	8,9	Mc Cloud (2007)
3.	Landscape	To validate the use of	10,11	Mc Cloud (2007)

	and Props	background in supporting the story		
		To validate the coloration of the background	12	Mc Cloud (2007)
		To validate the use of properties in supporting the story	13,14	Mc Cloud (2007)
		To validate the coloration of the properties	15	Mc Cloud (2007)
4	Caption and Speech Balloon	To validate the relationship between the caption and the background	16	Mc Cloud (2007)
		To validate the caption setting	17	Mc Cloud (2007)
		To validate the relation between the speech balloon and the characters' emotion or feeling	18	Mc Cloud (2007)
		To validate the speech balloon setting	19	Mc Cloud (2007)

E. Data Analysis Technique

In the step of evaluating the materials, the researcher used questionnaires. The results of the questionnaires were analyzed quantitatively. In analyzing the data the Likert scale was used. Based on the Bell (1999) Likert Scales is a scale which is used to gain information for the respondents to indicate strength of agreement or disagreement with given statement or series of statements on five or seven point range. The responses for every statement were measured with a score 1 up to 5. The statement of strongly agree had 5 points, agree had 4 points, undecided had 3 points, disagree had 2 points and strongly disagree had 1 point.

The data from the expert were then measured by using mean (central tendency) and analyzed by using a formula proposed by Suharto (2006) which is

$$Mn = \frac{\sum fx}{N}$$

F. Research Procedure

In this research, the research procedure proposed by Borg and Gall (1983) is modified. The procedure was:

- 1) Research and information collection

This step was required to review literature review, classroom observation, and define target needs.

- 2) Needs analysis

This step was to find out the characteristics of the students and the students' needs of English learning

- 3) Planning

This step included defining skills, stating the objective, and determining course sequence.

- 4) Materials development

In developing the materials, the researcher used tasks which are suitable to the objective of teaching and learning process.

- 5) Evaluation by expert

This step was conducted by giving the experts questionnaires of evaluation.

6) Final draft revision

After obtaining the evaluation from the expert, the researcher revised the product until it is confirmed by the expert.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the findings of the research that includes the needs analysis results, the course grid, the first draft of learning materials, the result of expert judgment, the revisions of three units of English learning materials, and the discussion.

A. The Description of Research Findings

1. The Results of Needs Analysis

a. Target Needs

In the needs analysis questionnaire, the first question was about the learners' goal in learning English, long-term and short-term goals. The learners' long-term goal is related to their future goal after they graduate from the school. Meanwhile, the learners' short-term goal is related to the English in the vocational high school. Those long-term and short-term goals of the learners' are described in the following table.

Table 4. The Target Needs (long-term goal)

NO	Statements	N	Frequency	Percentage
1.	My long-term goal in learning English is			
	a. passing the National Examination with good score	28	2	7.14%
	b. obtaining good mark in the study report	28	2	7.14%
	c. being good in making communication with foreigners.	28	9	32.14%
	d. obtaining knowledge about language functions in English	28	22	78.57%
	e. others	28	2	7.14%

From the table above, it can be identified that 78.57% of the learners chose obtaining knowledge about language functions in English as their long-term goal. The language functions intended are greeting, thanking, apologizing, etc. Learning language functions in English are useful for the students because based on the interview result with a manager of travel agent, language functions are used in a travel agent to communicate with foreign customers. Therefore, in developing the learning materials the researcher emphasized the use of language function which is contextualized in a travel agent field.

Related to the short-term goal, 85.71% of the learners thought that acquiring communication skills which support their future work in travel agent is highly required. On the other hand, there are just few learners who want to continue their study as the goal of learning English. The data are described in Table 5.

Table 5. The Target Needs (short-term goal)

NO	Statements	N	Frequency	Percentage
2.	My short-term goal in learning English is			
	a. acquiring language skill to study abroad	28	5	17.86%
	b. acquiring English skill to continue my study in universities	28	4	14.29%
	c. acquiring communication skills which support my future work in a travel agent	28	24	85.71%
	d. others	28	1	3.57%

b. Learning Needs

Learning needs were examined to consider the criteria of the input and procedures in the English learning materials. In this analysis, eighteen questions

were provided to find out the expected input, activity, setting, learner's role and teacher' role.

1) Input

Input refers to the spoken, written, and visual data that learners should work to complete tasks. Related to the input of the instruction, there were six questions given. The questions are about the type of the input and the length of the input that the learners expected. The result of the analysis can be seen in the following table.

Table 6. The Learning Needs (Input for Listening)

NO	Statements	N	Frequency	Percentage
3.	In English class, input listening text that I want is			
	a. monologue	28	1	3.57%
	b. dialogue	28	20	71.43%
	c. others	28	3	10.71%
4.	As the listening instruction input, the text length that I am able to comprehend is			
	a. 300-400 words (long)	28	3	10.71%
	b. 200-300 words (average)	28	14	50.00%
	c. 100-200words (short)	28	11	39.29%
	d. others			

As seen in Table 6, the input of listening that the learners expected is dialogue. On the other hand, only 3.57% of the learners chose monologue. In addition, there were few learners who expected songs to be the listening input.

The next question investigates the length of the text for the listening input that the learners can achieve. Fifty percents of the class were able to listen to 200-300 words. However, there were also 39.29% of the learners who could only

listen to 100-200 words. Therefore, in developing materials the researcher adjusted the length of the input text with the learners' capability.

Meanwhile, this analysis also investigated the type of the text for speaking input that the learners expected. The choices given were dialogue and monolog. The result of the analysis shows that the learners preferred to choose dialogue to monologue. The data are described in the table below.

Table 7. The Learning Needs (Input for Speaking)

NO	Statements	N	Frequency	Percentage
5.	Between this following type of texts as the input of speaking instruction I want			
	a. monologue	28	7	25.00%
	b. dialogue	28	22	78.57%
	c. others	28	0	0.00%

In addition, the input for reading instruction was also examined. For this section, the questions were about the type of the reading text and the length of the text itself. The choices given were texts in the form of comic strips, texts inserted by picture, texts inserted by table or diagram, texts inserted with vocabulary list and texts consisted of several paragraphs. The results of the analysis about the input of reading text can be seen in the table below.

Table 8. The Learning Needs (Input for Reading)

NO	Statements	N	Frequency	Percentage
6.	Between this following type of texts as the input of reading instruction I want			
	a. reading texts in the form of comic strips	28	13	46.43%
	b. readings texts inserted by vocabulary list	28	10	35.71%
	c. readings texts consist of several paragraphs	28	7	25.00%
	d. readings texts inserted by table or	28	0	0.00%

	diagram.			
	e. others	28	0	0.00%
7.	The length of text that I am able to comprehend is			
	a. 300-400 words (long)	28	4	14.29%
	b. 200-300 words (average)	28	20	71.43%
	c. 100-200 words (short)	28	6	21.43%
	d. others	28	0	0.00%

From the table above, it can be seen that reading texts in the form of comic strips were mostly chosen. It is because of the learners positive perspective towards the use of comic strips in learning materials. Meanwhile, the percentage of reading text which consists of several paragraphs was at the lowest level. Therefore, in developing the learning materials the researcher avoided long texts consisting of several paragraphs. In addition, almost of the learners were only able to comprehend 200-300 words. In return, the researcher developed the materials by adjusting the input and the learners' capability.

Moreover, the input for writing instruction was also investigated. The input of the writing instruction is related to the type of the text. The result of the analysis is described below.

Table 9. The Learning Needs (Input for Writing)

NO	Statements	N	Frequency	Percentage
8.	Instruction input that I want in writing instruction is			
	a. the model of the discussed text	28	4	67.86%
	b. the example of sentence structure related to the text	28	6	21.43%
	c. the example of vocabulary used in the text and the explanation	28	19	14.29%
	d. the example of pictures, table, graphic, or diagram which related to the text	28	6	21.43%
	e. others	28	0	0.00%

The table above shows that most of the learners expected the model of the discussed text as the input of writing. However, in developing these learning materials the researcher varied the input of the writing instruction. It is due to a consideration that the input variation of the writing instruction will facilitate the learners to comprehend the text better.

Additionally, the topic or theme of the input was also investigated. It was used to examine the appropriate theme that the learners' expect from the learning materials. The result of the analysis can be seen as follow.

Table 10. The Learning Needs (Theme of the Input)

NO	Statements	N	Frequency	Percentage
9.	Topic or theme that I want as the learning materials is			
	a. about the matters related to a travel agent	28	15	53.57%
	b. about matters existing in vocational high school field	28	0	0.00%
	c. about matters related to the my feature work	28	8	28.57%
	d. about daily life communication as the expressions of greeting, apologizing, others	28	13	46.43%
	e. others	28	1	3.57%

From the result of the analysis, it can be seen that more than half of the learners selected the topic which was related to the travel agent. It might be affected by the learners' goal in learning English. However, 46.43% of the learners chose daily life communication as the topic expected. Considering the fact, in this research the researcher combined two topics above.

2) Activities

The next question in this need analysis questionnaire is about activities in the instruction. They were examined to find out what kind of activities that are suitable with the learners. The result of the analysis can be found in Table 11 to Table 17.

Table 11. The Learning Needs (Listening Activities)

NO	Statements	N	Frequency	Percentage
10.	The type of listening instruction activities that I expect is			
	a. identifying the content of listening text in general	28	6	21.43%
	b. retelling the content of the text with my own words	28	5	17.86%
	c. taking a note the important points from the listening to text	28	10	35.71%
	d. completing some incomplete texts by listening to the text	28	14	50.00%
	e. identifying detail information from the text heard by answering several questions	28	2	7.14%
	f. others	28	0	0.00%

From Table 11 it can be identified that the learners preferred to complete some incomplete texts by listening the recording of the text as the activity of listening instruction. However, taking note was also chosen by 35.71% of the learners. Considering this fact, in developing the learning materials the researcher combined several activities with intensifying the activities of completing incomplete text. Furthermore, the speaking activities were also examined. Table 12 below shows the result of the analysis of speaking activities.

Table 12. The Learning Needs (Speaking Activities)

NO	Statements	N	Frequency	Percentage
11.	The types of speaking instruction activities that I want is			
	a. making a dialogue then act in front of the class	28	5	17.86%
	b. presenting a report, story, speech, or discussion result in front of the class	28	6	21.43%
	c. discussing a topic and delivering opinion related to the topic	28	11	39.29%
	d. practicing a monologue or dialogue model in learning materials in front of the class	28	11	39.29%
	e. others	28	0	0.00%

In this section, there were two favorite activities. They are discussing a topic and delivering opinion related to the topic, and practicing a monologue or dialogue to the class. However, the other activities such as presenting a report, story, speech, and making dialogue were also chosen. Therefore, the researcher varied the speaking activities.

Moreover, the reading activities were examined in the analysis. The result of the analysis shows that 46.43% of the learners chose discussing the content and the meaning of the text. Therefore, that activity became the main reading activities. The result of the analysis is described as follows.

Table 13. The Learning Needs (Reading Activities)

NO	Statements	N	Frequency	Percentage
12.	The type of reading instruction activities that I want is			
	a. discussing the content and the meaning of the text	28	13	46.43%
	b. reading text then answering the questions related to the content of the text	28	7	25.00%
	c. arranging jumbled paragraphs or	28	2	7.14%

	sentences becoming a logic text			
	d. translating every words into Indonesian	28	11	39.29%
	e. resuming the content of the text	28	2	7.14%
	f. others	28	1	3.57%

After the question about reading activity was investigated, the next investigation was about writing activity. The table below describes the result of the question related to the writing activity.

Table 14. The Learning Needs (Writing Activities)

NO	Statements	N	Frequency	Percentage
13.	The type of writing instruction activities text that I want is			
	a. writing text which is the same as model texts given including the grammar and the structure related to the text	28	13	46.43%
	b. writing text based on pictures, tables, graphics, etc.	28	3	10.71%
	c. completing incomplete paragraph with the appropriate sentences	28	9	32.14%
	d. correcting the wrong sentence structure and punctuation	28	8	28.57%
	e. others	28	0	0.00%

Based on the table above, it can be identified that the most chosen writing activity was writing text which is the same as model texts given including the grammar and the structure related to the texts. The students' choice with lower percentage was completing incomplete paragraphs. The activity of correcting the wrong sentence structure and punctuation and writing text based on pictures, table, graphic was chosen with percentage of 28.57. Considering the fact above, in creating the learning materials a variation of writing activities was applied.

Besides the listening, speaking, reading, and writing activities, in this analysis the researcher also investigated the suitable activities in grammar, vocabulary and pronunciation instruction. It was due to a consideration that those activities are also important to suit the learners' expectation with the activities given in learning materials.

Table 15. The Learning Needs (Vocabulary Activities)

NO	Statements	N	Frequency	Percentage
14.	The type of vocabulary instruction activities that I want is			
	a. matching some words with the meaning	28	11	39.29%
	b. finding some words in a text then finding out the meaning in dictionary	28	15	53.57%
	c. guessing meaning of new words by looking the context in the sentence, picture, or teacher instruction	28	3	10.71%
	d. grouping some new words in a table and finding out the pronunciation, class of speech, synonym, and antonym	28	14	50.00%
	e. others	28	1	3.57%

Finding some words in a text and the meaning in a dictionary is the activity that was mostly chosen by the learners. However, 50.00% of learners chose grouping some new words in a table and finding out the pronunciation, class of speech, synonym and antonym. Following the rank of those activities, matching some words with the meaning was also chosen by the learners with the percentage of 39.29%. However, only few learners preferred the activity of guessing meaning of new words by looking the context in the sentence, pictures, or teacher instruction. The facts, then, were being a consideration for the researcher in developing the learning materials.

The next question is about grammar activities. There were several choices given in the question. The result of the grammar activities analysis could be seen in the table below.

Table 16. The Learning Needs (Grammar Activities)

NO	Statements	N	Frequency	Percentage
15.	The type of grammar instruction activities that I want is			
	a. finishing some grammar questions	28	13	46.43%
	b. making my own sentences based on the sentence pattern discussed	28	5	35.71%
	c. identifying the wrong sentence structure then correcting it	28	8	28.57%
	d. memorizing the grammar formula (example : present tense formula)	28	10	17.86%
	e. others	28	0	0.00%

From the table above, it could be seen that the most chosen answer was finishing some grammar questions. It was followed by the activity of making sentences based on the sentence pattern discussed with the percentage of 35.71%. The next activity selected was identifying the wrong sentence structure and followed by the activity of memorizing the grammar formula.

Not only grammar and vocabulary activities that were investigated by the researcher but the pronunciation activity was also examined in this research. The table below describes the result of the analysis related to the pronunciation activity.

Table 17. The Learning Needs (Pronunciation Activities)

NO	Statements	N	Frequency	Percentage
16.	The type of pronunciation instruction activities that I want is			
	a. practicing to utter some words	28	6	21.43%
	b. finding out the pronunciation in the	28	1	3.57%

	dictionary or in learning materials			
	c. listening and then repeating the teacher pronunciation	28	12	42.86%
	d. practicing to pronounce the similar words	28	3	10.71%
	e. practicing to pronounce every word including the stress and intonation	28	17	60.71%
	f. others	28	2	7.14%

For the question about pronunciation activity, all of the choices were chosen by the learners. Almost of the students preferred to practice and to pronounce every word including the stress and intonation. It was followed by the activity of listening and then repeating the teacher pronunciation. The last rank was finding out the pronunciation in the dictionary or in learning materials. It becomes a consideration for the researcher to vary several activities in pronunciation section.

3) Setting

In this section the learning mode, the instruction environment, role of the teacher, and role of the learner were identified. The investigation was used to find out the appropriate setting for the instruction. Starting from the instruction environment, the result of the analysis could be seen as follows.

Table 18. The Learning Needs (Learning Mode)

NO	Statements	N	Frequency	Percentage
17.	I will enjoy the English instruction if it is conducted in			
	a. classroom	28	16	57.14%
	b. library	28	2	7.14%
	c. practice room	28	8	28.57%
	d. outside the classroom (garden or class corridor)	28	8	28.57%
	e. others	28	1	3.57%

From the table above, it can be identified that more than half of learners chose classroom as the place to conduct the lesson. On the other hand, practice room and outside the classroom were also chosen in the second rank. Considering the fact, in developing the learning materials the researcher mostly applied the activities in the classroom.

This section also discusses the learning mode. In this analysis individual learning mode was selected the most. However, the difference of the amount among the individual learning mode and the other two choices is not too far. Therefore, in developing the learning materials the researcher used the entire learning mode. This table below describes the result of the analysis.

Table 19. The Learning Needs (Learning Mode)

NO	Statements	N	Frequency	Percentage
18.	In finishing the task I like to do it			
	a. individually	28	12	42.86%
	b. in pairs	28	11	39.29%
	c. in small group (4-5)	28	11	39.29%

In this section learners' roles and teacher's roles were also identified. The result of the analysis can be seen in the following table.

Table 20. The Learning Needs (Student's and Teacher's Role)

NO	Statements	N	Frequency	Percentage
19.	In a learning process, I will			
	a. listen to the teacher explanation	28	15	53.57%
	b. ask some questions and delivering my opinion	28	3	10.71%
	c. be guided by my teacher in finishing my work	28	9	32.14%
	d. use my creativity in finishing my tasks	28	13	46.43%
20.	In finishing my task, I want my teacher to			

	a. motivate me to finish my task	28	10	35.71%
	b. walk around the class to check the students work	28	4	14.29%
	c. give the students chance to deliver their opinions	28	5	17.86%
	d. always monitor the learning process	28	5	17.86%
	e. motivate me to be creative in finishing my tasks	28	18	64.29%
	f. others	28		0.00%

From the table above it can be identified that the learners' role that most of the learners expected was to listen to the teacher explanation. However, the learner's creativity in finishing their task was also selected. It is related to the teacher's role that the learners expected which is motivating the learners to be creative in finishing tasks.

4) Comic strips in Learning Materials

In this research, the researcher developed the learning materials using comic strip. Therefore, the analysis about comic strip was also investigated. This following table describes the result of the analysis.

Table 21. Comic Strips (Type of Story)

NO	Statements	N	Frequency	Percentage
21.	The type of story that I like is			
	a. daily life	28	12	42.86%
	b. adventure	28	13	46.43%
	c. superhero	28	0	0.00%
	d. comedy	28	12	42.86%
	e. others	28	0	0.00%

From the table above, it is seen that "adventure" was the most chosen type. In the next rank the daily life was chosen. However, no learners chose

“superhero”. Based on this fact, the researcher developed the learning materials with “adventure” type.

Table 22. Comic Strips (Character)

NO	Statements	N	Frequency	Percentage
22.	Character that I like in comic strip is			
	a. children	28	4	14.29%
	b. teenager	28	21	75.00%
	c. adult	28	4	14.29%
	d. others	28	2	7.14%

The character which was mostly chosen by the learners was “teenagers” which is seen from the percentage presented in the table above. The next rank was “children” and “adult” in 14.29%.

Table 23. Comic Strips (Font, Color, the Form of Panel)

NO	Statements	N	Frequency	Percentage
23.	The type of font that is suitable in the comic strip is			
	a. Times New Roman	28	8	28.57%
	b. Comic Sans	28	16	57.14%
	c. Tempus Sans	28	7	25.00%
	d. others	28	0	0.00%
24.	I like to read a comic strip that is			
	a. black and white only	28	11	39.29%
	b. colorful	28	18	64.29%
	c. others	28	1	3.57%
25.	The form of panels that I like in the comic strips is			
	a. vertical	28	10	35.71%
	b. horizontal	28	23	82.14%
	c. others	28	0	0.00%

The table above describes the format of the comic strip. The learners preferred “Comic Sans” type as the type of the font. Meanwhile, the learners preferred to colorful comic strips. Last, the learners preferred horizontal panels to be used in the comic strips.

The results of needs analysis were used to develop course grid. The course grid consists of topics, achievement indicators, input, language features, and activities. Additionally, it was developed by considering core competencies and basic competencies of Grade X of vocational high school as the subject of this study.

2. Course Grid

After conducting needs analysis, the researcher developed the course grid. The course grid was developed to plan, order, and organize the materials. The procedures of developing the course grid include identifying the learning goals and objectives, arranging the learning goals and objectives, determining the input, language functions, and language focus which consisted of vocabulary and grammar, activities, and setting.

The most important things in the course grid are learning goals and objectives. In return, the curriculum for vocational was taken as the guideline since it was also one of the target needs that should be achieved. In addition, the students’ perceptions of the short-term and long-term goals were also taken into account as the target needs.

The course grid was developed for the Grade X students of vocational high school. The students are required to achieve the core competences and basic

competences. In order to achieve those goals, there are eleven points of basic competences which were developed into three units in the course grid. They are points 1.1, 2.1, 2.2, 2.3, 3.4, 3.9, 3.10, 4.5, 4.13, 4.14 and 4.15. Points 1.1, 2.1, 3.4, and 4.5 were developed into Unit 1. Points 1.1, 2.2, and 3.9, 4.13, and 4.15 were developed into Unit 2. Points 1.1, 2.3, 3.10 and 4.15 were developed into Unit 3.

It has been stated before that the students' perceptions of the goals in learning English were also considered. The finding from the needs analysis shows that the students wanted to communicate in English well that can support their future career in Travel Agent work field. The three units planned in the course grid concern on developing both oral language skills and literacy skills that could provide the students chance to learn and practice to communicate in English for both their daily life and their future work life or career. Each unit in the course was developed for the four integrated language skills; listening, speaking, reading and writing.

After deciding the goal and the objectives, the researcher decided the topic, input, language function, and language focus (vocabulary and grammar), the activities for each of the four skills and setting for every task. The following explanation describes the general descriptions of every unit. The detailed course grid for three units of the English learning materials can be seen in Appendices.

a. Unit 1

The topic of this unit is derived from the basic competences 3.4, and 4.5. It is about the expressions of asking someone's intention and stating intention. This

unit of the materials is intended to help the students identifying the information they might get when talking about asking and stating intention. They also learn how to use those kinds of expressions properly.

As stated before, each item in the course grid is determined by the result of needs analysis. From the results of needs analysis, it is known that the listening and speaking inputs are in the form of dialogue. Meanwhile, the inputs of reading and writing are in the form of texts. In addition, the language functions, vocabulary, and grammar are included to support the materials. The grammar is about the use of “will” and “(be) going to” because it is relevant to the expressions of asking and stating intention. Meanwhile, the vocabulary provided is related to the expressions of asking and stating intention and travel agent.

The activities and the setting of each activity in the course grid were determined by the results of needs analysis as well. For listening section, the students would be asked to listen to an audio text and identify the details by answering some questions. In this cycle the students should finish the tasks both individually and in group.

Reading a text, then, answering or discussing the comprehension questions was the activity that the students’ most preferred as the reading activities in needs analysis result. The texts given for reading activities are related to communications that are occurred in travel agent and the expressions of asking and stating intention. Meanwhile, the writing activity is creating text which is the same as model texts including the grammar and the structure. Besides, the tasks were developed to direct the students to make a text. However, there are several

activities, guided activities and semi-guided activities, which initiate the students to write a text.

b. Unit 2

In this unit, the topic is based on the basic competencies 3.10 and 4.15. It is about narrative texts. This unit is intended to help the students to identify several aspects related to narrative text in the form of both spoken and written texts. They also learn how to apply narrative text in the travel agent work field.

Each item in course grid Unit 2 is determined also by the results of needs analysis. Based on the findings, the input that the students wanted for listening and speaking is dialog. However, there were several students who wanted monolog as the listening and speaking input. In accordance with that, the form of narrative text is monolog text. Therefore, the input of listening and speaking in this unit is in the form of short monolog. In addition, the language function, vocabulary, and grammar are to support the materials. Since the texts are narrative, past tense is used. Meanwhile, the vocabulary is related to the texts.

The students are asked to listen to a spoken narrative and identify the detailed information of the text. Besides, the students arrange pictures based on the text that they heard. This activity was set in pairs. In the speaking skill, the activity is retelling a story that they heard. In this activity the students would act out as an escort. However, before they do it, there are several guided activities that help them to retell the story. In this activity, they are asked to do it individually.

As the input of reading skill, the students wanted a text in the form of comic strips. Therefore, narrative texts in the form of comic strips were made. In reading, the activity that the students wanted was discussing the content of the meaning of the text. Therefore, the activities planned was reading the text and then discussing the content of the story. In discussing the content of the story the students are asked to answer several questions related to the story. The activities are done in groups. Moreover, the results of needs analysis show that the input that the students wanted for writing was the model texts. Therefore, in this unit the model of the narrative text is provided.

c. Unit 3

In this unit, the topic is derived from basic competences points 3.9, 4.13 and 4.14 which are about recount texts. In this unit, the students obtain knowledge about recount text included the purpose of the text, the sentence structure and the language features. To achieve the goals, items in course grid unit 3 were determined by the results of needs analysis. Based on the findings, the input for listening and speaking are both dialog and monolog. Since this unit discussing recount text, the input is monolog that tells about past experience in the form of spoken text. Moreover, the language functions, vocabulary, and grammar are to support the materials. The grammar is about past tense while vocabulary is related to the model texts and travel agent field.

The activities for listening are in the form of completing some incomplete text by listening to the text and identifying detail information from the text heard by answering several questions. The activities were chosen due to a consideration

that the students will comprehend a text better if there are varied activities. It can make the students not bored in doing the tasks. The activities mentioned before were done in pairs and in group.

Meanwhile, in this unit the students are asked to retell their past experience to the class. These activities are done individually. However, before retelling their story the students are given several guided tasks. For reading activities, reading texts and then answering the comprehension questions were the activities chosen by the students instead of finding meaning based on the context. Therefore, in this unit the students are asked to answer several questions related to the text. These activities are done individually and in pairs. Meanwhile, for writing skill the activities that will be undergone by the students are writing text which is the same with model texts given included the grammar and the structure related to the text. These activities will be done individually and in pairs.

After writing a course grid, the researcher developed the materials. The English learning materials consists of three units. As stated before, the materials were designed by taking basic competencies and considering the result of needs analysis. The detailed explanation about developed materials is presented as follows.

3. The Developed Units

As stated before, the results of needs analysis and basic competencies are considered to determine the topic. The topic of Unit 1 is derived from the basic competencies 3.4, and 4.5. The topic of Unit 2 is based on the basic competencies

3.10 and 4.15. Meanwhile, the topic of Unit 3 is derived from basic competencies 3.9, 4.13 and 4.14.

The tasks in each unit were organized into two cycles. They are written cycle and spoken cycle. The written cycle is focused on developing the students' reading and writing skills while the spoken cycle is intended to help the students to develop their listening and speaking skills. Related to this, in the designed materials, the written cycle comes before the spoken cycle. It is due to the consideration that once students obtain more exposure about the text in written cycle, the students will know the text easily in spoken cycle.

Every unit in the materials has its title and an overview passage about what they are going to learn. The first part of each unit is "getting started". This part gives the students' background knowledge about the topic before going to the main section. The main section consists of two parts "written cycle" and "spoken cycle". In each cycle, there are several steps related to approach that the researcher used. They are "looking at", "questioning", "finding the answer" and "creating".

In "looking at" stage the students will examine a text and write things that they do not know or they want to know more. Based on what they observe, in "questioning" the students will be asked to make questions. In "finding the answer" there are several activities that the students do. The students will be asked to collect information to answer the questions that they have. After that, they should use their information to answer the questions. Next, they should present the result to the class. Last, in "creating" the students will be asked to create a

text. However, before creating a text the students are given several guided and semi guided tasks.

Additionally, there are additional activities which are “evaluation” and “homework”. They will help the students to check their understanding toward the lesson in the materials. Every unit is also featured with other components such as reflection, summary, and vocabulary list. The reflection part gives the students opportunity to do self-reflection of how much they have learnt. Meanwhile, “summary” part provides the summary of the main lesson of each unit. The vocabulary list contains the words featured with phonetic transcriptions, parts of speech, and their Indonesian. Every unit was made 26-28 tasks. The tasks in three units of the materials should be graded and sequenced. The tasks’ descriptions of each unit can be seen in the Appendices.

4. The Results of Expert Judgment

The developed units were then assessed by the experts. In this research, there are two experts assessing the units developed. The first expert concerned on assessing the language and the content of the unit. Meanwhile, the second expert concerned on the technique of comic strip presentation. The instruments used to assess the units were questionnaires. The first questionnaire, addressed for the first expert, was adapted from the assessment instrument of English learning materials for vocational high school (PUSBUK, 2007). There are several aspects assessed. They are the appropriateness of content, language, presentation, and graphic design. Meanwhile, the second questionnaire addressed to the second expert is adapted from McCloud (2006) about how to make a good comic. The aspects

assessed are the appropriateness of panel, characterization, landscape and property, caption and speech balloon. The experts gave the assessment by choosing the option “strongly agree”, “agree”, “disagree”, and “strongly disagree”.

The results of the materials evaluation were presented in the form of descriptive statistics, in which the answers of the experts are characterized into numerically coded questions (Brown, 2001). Central tendency was employed to analyze the result and the mean (χ) was used as the measure of the tendency. The following explanations describe the result of expert judgment, list of revisions and materials validation.

a. The Results of Expert Judgment and Revisions of Unit 1

1) The Results of Expert Judgment

a) The Appropriateness of the Content

The first aspect to evaluate was the appropriateness of the content. Table 24 shows the analysis of content appropriateness of Unit 1 that can be seen in the following table.

Table 24. The Appropriateness of the Content of Unit 1

No	Items	Score
1	The developed materials are in accordance with Core Competence and basic Competencies of Vocational High School Grade X.	4
2	The materials developed contain functional text about daily life and Travel Agent field to develop listening, speaking, reading and writing skill.	4
3	The materials developed contain texts which are relevant to students' daily life.	4

4	The materials developed lead the students to comprehend the social function of a text.	4
5	The materials lead the students to comprehend unsure and meaning of a text.	4
6	The materials lead the students to comprehend linguistic features of a text.	4
7	The materials lead the students to produce spoken and written texts.	4
8	The materials developed lead the students to communicate functionally.	4
9	The materials lead the students to think systematically.	4
10	The materials contain texts that are used in travel agent work field.	4
11	The materials developed lead the students to communicate accurately.	3
12	The materials contain texts and pictures that are relevant to the topic in the travel agent.	4
13	The materials can motivate the students to develop vocational skills.	4
Mean		3.9

From the table above, it can be seen that the mean value of the appropriateness of the content of Unit 1 is 3.9. The aspect is categorized as “Very Good” due to its position in the interval of $3.25 < Mn \leq 4$.

b) The Appropriateness of the Language

The second aspect to evaluate was the appropriateness of the language, both the language of the instructions and also the materials. The table below shows the analysis of language appropriateness of Unit 1.

Table 25. The Appropriateness of the Language use of Unit 1

No	Items	Score
1	The materials are developed in grammatical English.	4

2	The spelling of the language of instruction is in accordance with spelling principle.	4
3	The choice of words of the materials is in accordance with word choice principle.	4
4	The language use in the explanation is relevant to students' cognitive development.	4
5	The language of instruction is relevant to students' cognitive development.	4
6	The language use in an explanation can be easily understood by the students.	4
7	The language of instruction can be easily understood by the students.	4
8	The materials show a meaning organization in each part.	4
9	The materials show a meaning relationship in each part.	4
Mean		4

Related to the appropriateness of the language use of Unit 1, the mean value is 4. It is categorized as "Very Good" due to its position in the interval of $3.25 < Mn \leq 4$.

c) The Appropriateness of the Presentation

The third aspect to evaluate was the appropriateness of the presentation of the materials. The following table shows the results of the presentation appropriateness of Unit 1 of the developed materials.

Table 26. The Appropriateness of the Presentation of Unit 1

No	Items	Score
1	The materials developed are presented systematically from getting started, main activities, evaluation, and reflection.	4
2	The materials developed are presented in the form of texts, activity and illustration.	4

3	The materials encourage the interaction among the students, between teacher and students, and the students with the environment.	4
4	The materials developed encourage the students' initiative and creativity in spoken and written communication.	4
5	The materials developed encourage the students' to do reflection and evaluation in learning activity.	4
6	The materials contain tasks that encourage the student to perform spoken communication.	4
7	The materials contain tasks that encourage the student to perform written communication.	4
8	The developed tasks are organized systematically from the guided activities to free guided activities.	3
9	The developed tasks are graded from the easiest task up to the most difficult task.	4
10	Texts and pictures have clear identity.	4
11	The developed materials contain vocabulary that is related to the topic of the unit.	4
Mean		3.9

The table above shows that the mean value of the appropriateness of the presentation of Unit 1 is 3.9. It means that the aspect is categorized as “Very Good”.

d) The Appropriateness of the Layout

The fourth aspect to evaluate was the appropriateness of the layout. The layout evaluation consists of the appropriateness of the fonts, color and illustration that are used. The table below shows the analysis of layout appropriateness of Unit 1 of the developed materials.

Table 27. The Appropriateness of the Layout of Unit 1

No	Items	Score
1	The layout of the materials developed is interesting.	4
2	The use of the letter and color can help the readers to read the materials easily.	3
3	The fonts used are not too various.	4
4	The fonts and the color used are not too various.	4
5	The illustration used is relevant to the topic.	4
6	The pictures are provided for aesthetic and functional purposes.	3
7	The use of the illustration does not interrupt the materials layout.	4
Mean		3.7

In terms of the appropriateness of the layout of Unit 1, the mean value is 3.7 which is categorized as “Very Good” with the same interval as the previous aspects.

e) The Appropriateness of the Content and Language in Comic Strip in Unit 1

The last aspect to evaluate was the appropriateness of the content and language in the comic strip. This evaluation consists of the story content, the plot of the story, word choice, and dialog. The table below shows the analysis of content and language in the comic strip of Unit 1.

Table 28. The Appropriateness of the Content and Language in Comic Strips in Unit 1

No	Items	Score
1	The story in the comic strip is created for communication purpose.	4
2	The story is presented clearly.	4
3	The plot of the story is well presented.	4

4	The word choice is relevant to communication purpose.	4
5	The word choice is suitable to the topic of the story.	4
6	The dialog is related to the topic of the story.	4
7	The dialog and the body language are appropriate.	4
Mean		4

The table above indicates that the mean value of the aspect of the appropriateness of the content and language in the comic strips unit 1 is 4. Therefore, the aspect is categorized as “Very Good”.

2) The Review of Unit 1

The scores of all aspects of materials evaluation show that the materials are very good. However, there are still some parts that need revision. The suggestions from the experts are described in the paragraphs below.

In terms of contents, the suggestion given by the experts was that the form of creating step should be in the form of task that is based on comic strips. In terms of language, there is no specific suggestion given by the experts. The experts agreed that the tasks use proper language. In terms of presentation of Unit 1, the expert suggested that there should be more free guided practices in the materials.

In terms of layout or graphic design, there were several suggestions from the expert. The first suggestion is that the color of the instruction should be sharper. Second, the use of illustration should be maximized in the free practice steps. Third, the comic strip should provide varied pictures so that it will not be monotonous. In terms of the content and language use in the comic strip, the

expert suggested that the use of comic strip should be more functional. It can be in the form of giving the students situation in the comic strip and the students should say or write something about the comic strip.

3) The Revisions of Unit 1

Based on the result of the expert judgment and suggestions proposed by the experts, there are some aspects to revise. The first aspect is the title page. The expert suggested that pictures in the title page should be given identity. In return, the identity of the pictures is given. The second aspect is related to the illustration of the comic strips. The expert suggested to change the comic strips into creative comics and to minimize the comic strips panel. Then, the researcher changed the comic strips on Unit 1 into creative comic and minimized the comic strips panel. The third aspect is grammar aspect. It suggested to pay attention to the grammar used in the chat room in Task 7. Then, the researcher added the word “an” before the word adventurous. The last revision is about the free production task in Task 23. The expert suggested to add the pictures of the task and the researcher added the pictures in Task 23. The detailed description about the revisions of Unit 1 can be seen in Appendix.

b. The Results of Expert Judgment and Revisions of Unit 2

1) The Results of Expert Judgment

a) The appropriateness of the Content

In the process of materials evaluation, the first aspect to evaluate was the content. The table below shows the analysis of content appropriateness of Unit 2.

Table 29. The Appropriateness of the Content of Unit 2

No	Items	Score
1	The developed materials are in accordance with Core Competence and basic Competencies of Vocational High School Grade X.	4
2	The materials developed contain functional text about daily life and Travel Agent field to develop listening, speaking, reading and writing skill.	4
3	The materials developed contain texts which are relevant to students' daily life.	4
4	The materials developed lead the students to comprehend the social function of a text.	4
5	The materials lead the students to comprehend unsure and meaning of a text.	4
6	The materials lead the students to comprehend linguistic features of a text.	4
7	The materials lead the students to produce spoken and written text.	4
8	The materials developed lead the students to communicate functionally.	4
9	The materials lead the students to think systematically.	4
10	The materials contain texts that are used in travel agent work field.	4
11	The materials developed lead the students to communicate accurately.	3
12	The materials contain texts and pictures that are relevant to the topic in the travel agent.	4
13	The materials can motivate the students to develop vocational skills.	4
Mean		3.9

From the table above, it can be seen that the mean value of the appropriateness of the content of Unit 2 is 3.9. The aspect is categorized as “Very Good” due to its position in the interval of $3.25 < Mn \leq 4$.

b) The Appropriateness of the Language

The second aspect to evaluate was the appropriateness of the language, both the language of the instructions and also the materials. The table below shows the analysis of language appropriateness of Unit 2.

Table 30. The Appropriateness of the Language use of Unit 2

No	Items	Score
1	The materials are developed in grammatical English.	4
2	The spelling of the language of instruction is in accordance with spelling principle.	4
3	The choice of words of the materials is in accordance with word choice principle.	4
4	The language use in the explanation is relevant to students' cognitive development.	4
5	The language of instruction is relevant to students' cognitive development.	4
6	The language use in explanation can be easily understood by the students.	4
7	The language of instruction can be easily understood by the students.	4
8	The materials show a meaning organization in each part.	4
9	The materials show a meaning relationship in each part.	4
Mean		4

Related to the appropriateness of the language use of Unit 2, the mean value is 4. It is categorized as "Very Good" due to its position in the interval of $3.25 < Mn \leq 4$.

c) The Appropriateness of the Presentation

The third aspect to evaluate was the appropriateness of the presentation of the materials. The following table shows the results of the presentation appropriateness of Unit 2.

Table 31. The Appropriateness of the Presentation of Unit 2

No	Items	Score
1	The materials developed are presented systematically from getting started, main activities, evaluation, and reflection.	4
2	The materials developed are presented in the form of texts, activity and illustration.	4
3	The materials encourage the interaction among the students, between teacher and students, and the students with the environment.	4
4	The materials developed encourage the students' initiative and creativity in spoken and written communication.	4
5	The materials developed encourage the students' to do reflection and evaluation in learning activity.	4
6	The materials contain tasks that encourage the student to perform spoken communication.	3
7	The materials contain tasks that encourage the student to perform written communication.	4
8	The developed tasks are organized systematically from the guided activities to free guided activities.	4
9	The developed tasks are graded from the easiest task up to the most difficult task.	4
10	Texts and pictures have clear identity.	4
11	The developed materials contain vocabulary that is related to the topic of the unit.	4
Mean		3.9

The table above shows that the mean value of the appropriateness of the presentation of Unit aspect is 3.9. It means that the aspect is categorized as “Very Good”.

d) The Appropriateness of the Layout

The fourth aspect to evaluate was the appropriateness of the layout. The layout evaluation consists of the appropriateness of the fonts, color and illustration that are used. The table below shows the analysis of layout appropriateness of Unit 2 of the developed materials.

Table 32. The Appropriateness of the Layout of Unit 2

No	Items	Score
1	The layout of the materials developed is interesting.	4
2	The use of the letter and color can help the readers to read the materials easily.	3
3	The fonts used are not too various.	4
4	The fonts and the color used are not too various.	4
5	The illustration used is relevant to the topic.	4
6	The pictures are provided for aesthetic and functional purposes.	3
7	The use of the illustration does not interrupt the materials layout.	4
Mean		3.7

In terms of the appropriateness of the layout of Unit 2, the mean value is 3.7 which is categorized as “Very Good” with the same interval as the previous aspects.

e) The Appropriateness of the Content and Language in Comic Strip in Unit 2

The last aspect to evaluate was the appropriateness of content and language in the comic strip. This evaluation consists of the story content, the plot of the story, word choice, and dialog. The table below shows the analysis of content and language in the comic strip of Unit 2.

Table 33. The Appropriateness of the Content and Language in Comic Strip in Unit 2

No	Items	Score
1	The story in the comic strip is created for communication purpose.	4
2	The story is presented clearly.	4
3	The plot of the story is well presented.	3
4	The word choice is relevant to communication purpose.	4
5	The word choice is suitable to the topic of the story.	4
6	The dialog is related to the topic of the story.	4
7	The dialog and the body language are appropriate.	4
Mean		3.9

The table above indicates that the mean value of the aspect of the appropriateness of the content and language in the comic strips unit 1 is 3.9. Therefore, the aspect is categorized as “Very Good”.

Based on the result of the evaluation for Unit 2, it can be concluded that the materials of Unit 2 are appropriate in terms of their content, language of instruction, presentation, layout and content and language of the comic strip.

2) The Review of Unit 2

The materials of Unit 2 are considered to be appropriate as shown by the score. However, there are still some weaknesses found in this unit. The suggestions to revise Unit 2 are described below.

In terms of content aspect the expert suggested to specifically design the task for written and spoken activities. In terms of language aspect language, there is no specific suggestion given by the experts. The experts agreed that the tasks use proper language. In terms of presentation, the expert suggested to develop more spoken task in the unit.

In terms of layout or graphic design, there are several suggestions suggested by the expert. The first suggestion is that the color of the instruction should be clearer. Second, the use of illustration should be maximized in the free practice step. Third, the comic strip should be more varied not monotonous. In terms of the content and language use of the comic strips, the expert suggested that the use of comic strips should be more functional. The expert suggested to emphasize the plot in the comic strips. Related to this, the expert suggested that it is needed to show the portrait of the situation that is told by the speaker rather than showing the speaker that is speaking.

3) The Revisions of Unit 2

The expert has agreed that the materials of unit 2 are appropriate to be applied in the process of learning. However, based on the review above, there are some points that should be revised. First, the pictures of the title page should be given the identity. Then, the researcher gave the identity of each picture. Second, the comic strips in Unit 2 should not be magnified. Therefore, the researcher

minimized the comic strips in Unit 2. Third, the activity in Task 22 should be changed into spoken activity. In return, the researcher changed the activity in Task 22. Fourth, the expert suggested to add pictures in Task 24. Then, the pictures were added in Task 24. The detailed revisions of Unit 2 can be seen in the Appendix.

c. The Results of Expert Judgment and Revisions of Unit 3

1) The Results of Expert Judgment

a) The Appropriateness of the Content

In the process of materials evaluation, the first aspect to evaluate was the content. The table below shows the analysis of content appropriateness of Unit 3.

Table 34. The Appropriateness of the Content of Unit 3

No	Items	Score
1	The developed materials are in accordance with Core Competence and basic Competencies of Vocational High School Grade X.	4
2	The materials developed contain functional text about daily life and Travel Agent field to develop listening, speaking, reading and writing skill.	4
3	The materials developed contain texts which are relevant to students' daily life.	4
4	The materials developed lead the students to comprehend the social function of a text.	4
5	The materials lead the students to comprehend unsure and meaning of a text.	4
6	The materials lead the students to comprehend linguistic features of a text.	4
7	The materials lead the students to produce spoken and written texts.	4
8	The materials developed lead the students to communicate functionally.	4

9	The materials lead the students to think systematically.	4
10	The materials contain texts that are used in the travel agent work field.	4
11	The materials developed lead the students to communicate accurately.	4
12	The materials contain texts and pictures that are relevant to the topic in the travel agent.	3
13	The materials can motivate the students to develop vocational skills.	4
Mean		3.9

From the table above, it can be seen that the mean value of the appropriateness of the content of Unit 3 is 3.9. The aspect is categorized as “Very Good” due to its position in the interval of $3.25 < Mn \leq 4$.

b) The Appropriateness of the Language

The second aspect to evaluate was the appropriateness of the language, both the language of the instructions and also the materials. The table below shows the analysis of language appropriateness of Unit 3.

Table 35. The Appropriateness of the Language use of Unit 3

No	Items	Score
1	The materials are developed in grammatical English.	4
2	The spelling of the language of instruction is in accordance with spelling principle.	4
3	The choice of words of the materials is in accordance with word choice principle.	4
4	The language use in the explanation is relevant to students' cognitive development.	4
5	The language of instruction is relevant to students' cognitive development.	3
6	The language use in explanation can be easily understood by the students.	4

7	The language of instruction can be easily understood by the students.	4
8	The materials show a meaning organization in each part.	4
9	The materials show a meaning relationship in each part.	4
Mean		3.9

Related to the appropriateness of the language use of Unit 3, the mean value is 3.9. It is categorized as “Very Good” due to its position in the interval of $3.25 < Mn \leq 4$.

c) The Appropriateness of the Presentation

The third aspect to evaluate was the appropriateness of the presentation of the materials. The following table shows the result of the presentation appropriateness of Unit 3 of the developed materials.

Table 36. The Appropriateness of the Presentation of Unit 3

No	Items	Score
1	The materials developed are presented systematically from getting started, main activities, evaluation, and reflection.	4
2	The materials developed are presented in the form of texts, activity and illustration.	4
3	The materials encourage the interaction among the students, between teacher and students, and the students with the environment.	4
4	The materials developed encourage the students' initiative and creativity in spoken and written communication.	4
5	The materials developed encourage the students' to do reflection and evaluation in learning activity.	4
6	The materials contain tasks that encourage the student to perform spoken communication.	3

7	The materials contain tasks that encourage the student to perform written communication.	4
8	The developed tasks are organized systematically from the guided activities to free guided activities.	4
9	The developed tasks are graded from the easiest task up to the most difficult task.	4
10	Texts and pictures have clear identity.	4
11	The developed materials contain vocabulary that is related to the topic of the unit.	4
Mean		3.9

The table above shows that the mean value of the appropriateness of the presentation of Unit aspect is 3.9. It means that the aspect is categorized as “Very Good”.

d) The Appropriateness of the Layout

The fourth aspect to evaluate was the appropriateness of the layout. The layout evaluation consists of the appropriateness of the fonts, color and illustration that are used. The table below shows the analysis of layout appropriateness of Unit 3 of the developed materials.

Table 37. The Appropriateness of the Layout of Unit 3

No	Items	Score
1	The layout of the materials developed is interesting.	4
2	The use of the letter and color can help the readers to read the materials	4

easily.

3	The fonts used are not too various.	4
4	The fonts and the color used are not too various.	4
5	The illustration used is relevant to the topic.	4
6	The pictures are provided for aesthetic and functional purposes.	4
7	The use of the illustration do not interrupt the materials layout.	4
Mean		4

In terms of the appropriateness of the layout of Unit 3, the mean value is 4 which is categorized as “Very Good” with the same interval as the previous aspects.

e) The Appropriateness of the Content and Language in Comic Strip in Unit 3

The last aspect to evaluate was the appropriateness of content and language in comic strip. This evaluation consists of the story content, the plot of the story, word choice, and dialog. The table below shows the analysis of content and language in the comic strip of Unit 3.

Table 38. The Appropriateness of the Content and Language in Comic Strip in Unit 3

No	Items	Score
1	The story in the comic strip is created for communication purpose.	4
2	The story is presented clearly.	4
3	The plot of the story is well presented.	3
4	The word choice is relevant to communication purpose.	4
5	The word choice is suitable to the topic of the story.	4

6	The dialog is related to the topic of the story.	4
7	The dialog and the body language are appropriate.	4
Mean		3.9

The table above indicates that the mean value of the aspect of the appropriateness of the content and language in the comic strips Unit 3 is 4. Therefore, the aspect is categorized as “Very Good”.

Based on the result of the evaluation for Unit 3, it can be concluded that the materials of Unit 3 are appropriate in terms of their content, language of instruction, presentation, layout and content and language of the comic strip.

2) The Review of Unit 3

The materials of Unit 3 are considered to be appropriate as shown by the score. However, there are still some weaknesses found in this unit. The suggestions to revise Unit 3 are described below.

In content aspect the expert suggested to add the pictures or texts that are related to the travel agent field. In language aspect, it is suggested to minimize the language use in the instruction. In presentation aspect, there is no specific suggestion given by the expert. The expert agreed that the tasks are presented well. In terms of layout or graphic design, there is no specific suggestion given by the experts. The expert agreed that the tasks are presented well.

In terms of the content and language use in the comic strips, the expert suggested that the use of comic strip should be more functional. The expert suggested to emphasize the plot in the comic strip. Related to this, the expert

suggested that it is needed to show the portrait of the situation that is told by the speaker rather than showing the speaker that is speaking.

3) The Revisions of Unit 3

After expert judgment was conducted, the researcher then revised the materials and done the suggestion of the expert. The first revision of Unit 3 is the pictures identity in title page. It is the same with the previous units. The researcher, then, gave the identity of each picture in title page. It is still the same with the previous unit that the illustration of the comic strips in Unit 3 should be changed into comic creative and should not be magnified. In return, the comic strips were changed. The second revision is related to Task 12. The expert suggested to add ht boxes and the spaces to arrange the sentence. Therefore, the researcher added the boxes and the space. The third point to be revised is the instruction in Task 18. The expert suggested to divide the instruction into two task. then, the researcher divided the task into two tasks. The detailed explanation about the revisions of Unit 3 can be seen in the Appendix.

d. The Result of the First Expert Judgment and the Revision of Comic Strip Presentation Technique

1) The Results of Expert Judgment

a) The Appropriateness of the Panel

In the process of comic strip technique evaluation, the first aspect to evaluate was the panel. The table below shows the analysis of panel appropriateness of the three developed materials.

Table 39. The Appropriateness of the Panel

No	Items	Score
1	Panels refer to the topic of the story.	2
2	The shape of the panel frame can help the readers to comprehend the story.	1
3	The movement of panels can help the readers to comprehend the plot of the story.	2
4	The panel point of view can help the readers to comprehend the story.	2
5	The size of the panel is efficient.	3
6	The amount of the panel is efficient.	3
Mean		2.2

From the table above, it can be seen that the mean value of the appropriateness of the panel aspect is 2.2. It shows that the aspect is categorized as “Poor” due to its interval in $1.75 \leq Mn \leq 2.5$.

b) The Appropriateness of the Characterization

The second aspect to evaluate was the characterization. The table below shows the analysis of characterization appropriateness of the three developed materials.

Table 40. The Appropriateness of the Characterization

No	Items	Score
1	The characters in the story are easily identified	2
2	The facial expression of the characters presents the feeling of the characters	2
3	The body language of the character presents the feeling of the characters	2
Mean		2

Related to the appropriateness of the characterization, the mean value seen in the table above is 2. It means that this aspect was also categorized as “Poor” since it is included in interval $1.75 \leq Mn \leq 2.5$.

c) The Appropriateness of the Landscape and Properties

The third aspect to evaluate was the landscape and properties. The table below shows the analysis of landscape and properties appropriateness of the three developed materials.

Table 41. The Appropriateness of the Landscape and Properties

No	Items	Score
1	The landscape presents the theme of the story.	3
2	The landscape presented can help the readers to comprehend the content of story.	3
3	The color variation is not too much.	2
4	The properties used are appropriate with the theme of the story.	2
5	The properties used can help the readers to comprehend the content of story.	2
6	The color variation used for properties is not too much.	2
Mean		2.3

In the aspect of the appropriateness of the landscape and properties the mean value is 2.3. It is the same as the previous aspects in which it is categorized as “Poor”.

d) The Appropriateness of the Caption and Speech Balloon

The last aspect to evaluate was the caption and speech balloon. The table below shows the analysis of caption and speech balloon appropriateness of the three developed materials in the first judgment.

Table 42. The Appropriateness of the Caption and Speech Balloon

No	Items	Score
1	The caption is related to the landscape and panel.	2
2	The use of caption does not intrude the illustration of the story.	2
3	The variation of speech balloon can help the reader to understand the characters' feeling.	2
4	The use of speech balloon does not intrude the illustration of the story.	2
Mean		2

The aspect of the caption and speech balloon is the same as the previous aspects since the mean value of this aspect is 2. It is also categorized as "Poor" due to its interval $1.75 \leq Mn \leq 2.5$.

2) The Review of Comic Strip Presentation Technique in the First Judgment

The comic strips of three developed materials are considered to be inappropriate yet as shown by the score. The weaknesses and the suggestions to revise the comic strips in three developed materials are described below.

In the aspect of the panel the weakness of the comic strip is the monotonous of the panel, the magnified pictures, and the flow of the panel. In return, the expert suggested to vary the shape of the panel. Besides, it is suggested not to magnify the pictures in order to make the picture clearer. In addition, the expert suggested to make the variation of the panel flow. The flow of the panel is suggested to be a dynamic flow.

In terms of characterization the weakness of the comic strip is still in the magnified picture. It makes the characters difficult to be identified. In landscape and properties aspect, the weakness of the landscape and properties is still in the magnified pictures. In terms of speech balloon, the expert suggested to change the shape of the speech balloon from square to circle in order to make the illustration of the story noticed.

3) The Revisions of the Comic Strips in Three developed Material

After expert judgment was conducted, the researcher then revised the materials and done the suggestions of the expert. The revision can be seen in the following table.

Table 43. The Revisions of Comic Strip Presentation Technique in the First Judgment

Aspect	Points to be Revised	Revision
Panel	The shape of the panel frame in all units should be varied	The shape of the panel frame in all units is changed to be varied.
	The flow of the panel of the comic strips in Unit 2 should be dynamic	The flow of the panels of the comic strips in Unit 2 is changed to be dynamic.
	The picture in the panel in all units should not be magnified	The pictures of the panels in all units are condensed.
	The size of the pictures in Unit 2 in panels is too big	The pictures of the panel in Unit 2 are minimized.
Characterization	The facial expression of the characters in "Nyi Roro Kidul" story should not be the same in different situation	The facial expressions of the character in "Nyi Roro Kidul" story are changed.
Landscape and	The landscape of the comic	The landscape of the comic

Properties	strips in Unit 2 should not be magnified	strips in Unit 2 is condensed.
	The properties of the comic strips in Unit 2 should not be magnified	The properties of the comic strips in Unit 2 are condensed.
Caption and Speech Balloon	The shape of the caption in comic strip Unit 2 and 3 should be varied	The shape of the caption in comic strip Unit 2 and 3 is changed.
	The shape of the speech balloon in all units should be circle	The shape of the speech balloon in all units is changed.

e. The Result of the Second Expert Judgment and the Revision of Comic Strip Presentation Technique

1) The Results of Expert Judgment

a) The Appropriateness of the Panel

In the process of comic strip technique evaluation, the first aspect to evaluate was the panel. The table below shows the analysis of panel appropriateness of the three developed materials.

Table 44. The Appropriateness of the Panel

No	Items	Score
1	Panels refer to the topic of the story.	4
2	The shape of the panel frame can help the readers to comprehend the story.	4
3	The movement of panels can help the readers to comprehend the plot of the story.	4
4	The panel point of view can help the readers to comprehend the story.	4
5	The size of the panel is efficient.	4

6	The amount of the panel is efficient.	4
Mean		4

From the table above, it can be seen that the mean value of the appropriateness of the panels aspect is 4. Therefore, it is categorized as “Very Good” due to its interval $3.25 \leq Mn \leq 4$.

b) The Appropriateness of the Characterization

The second aspect to evaluate was the characterization. The table below shows the analysis of characterization appropriateness of the three developed materials.

Table 45. The Appropriateness of the Characterization

No	Items	Score
1	The characters in the story is easily identified	3
2	The facial expression of the characters presents the feeling of the characters	3
3	The body language of the character presents the feeling of the characters	4
Mean		3.3

The means value of the appropriateness of the characterization is shown in the table above 3.3. It means that this aspect is categorized “Very Good” because of its interval in $3.25 \leq Mn \leq 4$.

c) The Appropriateness of the Landscape and Properties

The third aspect to evaluate was the landscape and properties. The table below shows the analysis of landscape and properties appropriateness of the three developed materials.

Table 46. The Appropriateness of the Landscape and Properties

No	Items	Score
1	The landscape presents the theme of the story.	4
2	The landscape presented can help the readers to comprehend the content of story.	4
3	The color variation is not too much.	4
4	The properties used are appropriate with the theme of the story.	4
5	The properties used can help the readers to comprehend the content of story.	4
6	The color variation used for properties is not too much.	4
Mean		4

The table above shows that the mean value of the appropriateness of the landscapes and the properties is 4. It shows that the aspect is categorized as “Very Good”.

d) The Appropriateness of the Caption and Speech Balloon

The last aspect to evaluate was the caption and the speech balloon. The table below shows the analysis of caption and speech balloon appropriateness of the three developed materials in the first judgment.

Table 47. The Appropriateness of the Caption and Speech Balloon

No	Items	Score
1	The caption is related to the landscape and panel	4
2	The use of caption does not intrude the illustration of the story	4
3	The variation of speech balloon can help the reader to understand the characters' feeling	4
4	The use of speech balloon does not intrude the illustration of the story	4

The mean value of the appropriateness of the caption and speech balloon is the same as the previous aspect. The mean value shown is 4 which is categorized as “Very Good”.

2) The Review of Comic Strip Presentation Technique in the Second Judgment

After the second expert judgment, the comic strips in three units of the developed materials are considered appropriate. In almost all aspects of the comic strip presentation technique, there is no specific suggestion given by the experts. The expert only suggested that the expressions of the character in a story actually could be better. However, after all, the expert agreed that the comic strip is appropriate to be applied in the materials.

B. Discussion

The learning materials designed in this research are addressed to Grade X students of Travel Agent Department of SMK N 6 Yogyakarta. As stated before, the English instruction of vocational high school is a kind of English for Specific Purposes (ESP) course. It is shown from a specific knowledge which is highlighted in the English instruction. In addition, this course is also addressed to specific learners which have an interest in a particular field. It is in line with Butler, et al (2010) which defines ESP as a second or foreign language course based on the needs involving all stakeholders and characterized by collaboration with work field. The instruction also uses appropriate, authentic, specific, and relevant tasks and materials. It shows that ESP is a second or foreign language

course approach which is based on the learning needs. This approach considers that the course is specifically designed for a group of people who have interest in a particular field. Therefore, the purpose of the materials designed in this research is to facilitate the English for Specific Purpose students' needs of learning the language and communication skill.

In designing ESP materials, there are several steps that must be conducted. The first step is conducting needs analysis. By conducting needs analysis, it will be known about what the learners want to learn and how they will undergo the learning process. It is in line with the statement of Evans in Anthony (2007) that ESP is designed to meet specific needs of the learners. Therefore, the needs analysis is important. The instrument used in this research for conducting needs analysis is questionnaire. The result of the needs analysis was used to design a syllabus which also considers the target needs and the learning needs. It is in accordance with Hutchinson's statement (1987) that the need analysis, the target needs and the learning needs should be taken into account as the foundation.

In this research, there are two kinds of students' goal in learning English, i.e., long and short term goals. The result of the needs analysis shows that the long-term goal of the students in learning English is obtaining knowledge about language functions in English. Meanwhile, the short-term goal of the students is acquiring communication skills which support their future carrier in a travel agent. It is due to the consideration that in the travel agent English is very important. English is used in almost all of the aspects there such as promoting, booking the airfare, and guiding foreign customers in their travel.

Moreover, the result of analysis is also used to determine the tasks' components. According to Evans (1998) there are several components that must be identified in needs analysis. They are input, activities, setting, and the role of the teacher and the learners. The result of the needs analysis mainly about the tasks' components is described below.

The input for listening, speaking, reading and writing was analyzed.. The result shows that the most chosen input for listening activities is dialogues. Monologues are provided due to a consideration that the text type learnt by the learners is in the form of monolog such as recount text and narrative text. The length of input texts that the students master is ranging from 200 words to 300 words. However, there are also several students who are only capable to comprehend text ranging from 100 to 200 words long. Therefore, in designing the materials, texts with the length of 200 to 300 and 100 to 200 words are mostly used. Meanwhile, for the speaking input dialogue is mostly selected by the students. Therefore, in designing the materials dialogues are mostly used as the speaking input.

For the reading input, the input chosen is reading texts in the form of the comic strips. Therefore, in developing the materials, comic strips were used as the input of reading activities. Meanwhile, the input for writing activities is the model of the discussed text. This input becomes consideration to design the materials mainly in writing instruction.

Moreover, the activities are divided into several parts. They are getting started, written cycle, spoken cycle, homework and evaluation. Based on the

needs analysis result, it is seen that listening activity that the most students want is completing texts while listening to the texts. Therefore, this activity is used frequently.

However, the researcher also considered the other activities such as retelling the content of the text with the students' own words and taking a note the important points from the listening text for the variation. For the speaking instruction the students expected discussing a topic and delivering opinions related to the topic. Besides, the students also want to practice doing monologues or dialogues which introduced in modeling stage. Therefore, learning materials developed for speaking are based on the students wants.

For the reading instruction, the students wanted the activity of discussing the content and the meaning of the text. Therefore, in designing the materials the activity of discussing the content and the meaning of the text is mainly used. Meanwhile, for writing activity, almost of the students prefer to write text which is the same as model texts given including the grammar and the structure related to the text. The students' selection, then, became consideration for the researcher in designing writing materials. It can be seen from the creating steps in main activities in each unit of the materials.

For the vocabulary instruction, the students wanted finding some words in a text and finding out the meaning in dictionary as the activities. Then, the researcher facilitated the learners' want by considering the activities that the students expected in vocabulary instruction. For the grammar instruction, finishing some grammar questions is the activity that is mostly chosen by the

students. Therefore, this activity was applied in designing the materials. For the pronunciation instruction, the students want practicing to pronounce every word including the stress and intonation. Then, that activity was applied in the materials.

Additionally, as stated before, the needs analysis also identified the setting that the students want. In needs analysis result, classroom was selected by the students to conduct the instruction. In this analysis individually learning mode is selected the most. However, the difference of the amount among the individual learning mode and the other two choices is not too far. Therefore, in developing the learning materials the researcher developed the materials using the entire learning mode. From the needs analysis result, it can be identified that the learners role is mostly listening to the teacher explanation. However, the role of using the learner's creativity in finishing their task is also chosen as the learner's role. It is also the same as or related to the teacher's role. The learners expected that the teacher should motivate the learners to be creative in finishing the tasks.

Since the materials were developed based on the comic strips, the needs analysis also examined the use of comic strips in learning materials. Based on the needs analysis result, it can be identified several facts. First, the type of story that the students like is adventure type of story which became the consideration in developing the materials. Second, the characters that the students prefer are teenagers. Related to this, the character appearing in the comic strip is teenager. Third, according to the students the type of font that was suitably used in the comic strip is Comic Sans. Fourth, the students like reading a colorful comic strip.

Therefore, the comic strips presented in the materials are colorful. Fifth, the students like to read comic strips with the horizontal plot. In return, in the materials the dominant comic strip plot is horizontal.

After conducting needs analysis, the researcher designed course grid of the materials which considers the basic competencies also. The three units developed cover several points of basic competence for Grade X of vocational high school in Curriculum 2013. It is in line with Nunan's statement (1998) that two factors to be taken into account in designing the materials are the curriculum and the context. It is because the curriculum is the target needs and the context is obtained from the Travel Agent field.

The basic competencies for Grade X of vocational high school covered in the materials are 1.1, 2.1, 2.2, 2.3, 3.4, 3.9, 3.10, 4.5, 4.13, 4.14 and 4.15. Points 1.1, 2.1, 3.4, and 4.5 were developed into Unit 1. The points 1.1 and 2.1 are about the characters building value. Meanwhile, points 3.4 and 4.5 concern on the expressions of asking and stating intention. Points 1.1, 2.2, and 3.9, 4.13, and 4.15 were developed into Unit 2. The points 1.1 and 2.2 are about the characters building value. Meanwhile, points 3.9 and 4.13 concern on narrative text. Points 1.1, 2.3, 3.10 and 4.15 were developed into Unit 3. The points 1.1 and 2.3 are about the characters building value. Meanwhile, points 3.10 and 4.15 are about recount text.

The topic of every unit in the materials is determined by the the result of needs analysis about the topic of the story in the comic strip and travel agent field. It is in line with Richard's statement (2006) that using content as the motivating

force of classroom activities will assist the students to comprehend the materials. It can relate all the different elements of communicative competence, including grammatical competence to content.

In these materials, unit one consists of twenty five tasks, unit two consists of twenty seven tasks, and unit three consists of twenty eight tasks. Those tasks were organized to develop four integrated skills which are listening, speaking, reading, and writing. It is in line with Nunan's theory (1998) that English materials should offer opportunities for integrated language use. In addition, the integration of the skills is also one of the content-based instruction principles. (Richards and Rogers, 2003:205).

Every unit of these materials has title and the description of learning goals in title page, lead-in (getting started), lesson proper (spoken and written cycle) and reinforcement part (homework and evaluation, reflection, and vocabulary list). It is in accordance with Nunan's principle (1998) about the grading and sequencing tasks.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This research has two main goals which are finding out the target and learning needs of Grade X students of Travel Agent Department of SMK N 6 Yogyakarta and developing an appropriate learning materials for Grade X students of Travel Agent Department of SMK N 6. This chapter describes the conclusion of the research and the suggestions to other materials developers and the teachers of vocational high school.

A. Conclusions

The conclusions drawn from this research are divided into three parts. They are the target needs and learning needs of Grade X students of the Travel Agent Department, and the characteristics of the developed English learning materials for them.

1. Target Needs

The target needs of learning English are divided into short and long term goals. Based on the needs analysis, it was found that the students' short-term goal was acquiring communication skills which support the student's future carrier in the travel agent. Meanwhile, their long-term goal was obtaining knowledge about language functions in English.

2. Learning Needs

The result of the needs analysis shows that the students' expectation of the input for listening are dialogues with 200-300 words long. For the input of speaking the students expected dialogues. The input for reading that the students want are reading texts in the form of comic strips with length 200-300 words. The input expected for writing instruction are the model of the discussed texts. In terms of listening activity, the students' expectation is completing some texts while listening to the texts. Meanwhile, the activities expected for speaking are discussing a topic and delivering opinion related to the topic and practicing a monologue or dialogue model in learning materials in front of the class.

In addition, the activity for reading instruction that the students expect is discussing the content and the meaning of the text. The activity that the students want for writing instruction is writing texts which are the same as model texts given including the grammar and the structure related to the texts. Moreover, the activity expected for vocabulary instruction is finding some words in a text then finding out the meaning in dictionary. Then, the activity for grammar instruction is finishing some grammar questions. Last, the activity for pronunciation is listening to and repeating after the teacher pronunciation.

Moreover, the students also expected particular setting for the instruction. The students enjoy the English instruction if it is conducted in the classroom. Besides, in finishing the task the students like to do the task individually, in pairs and in small group. In addition, the students also expected to listen to the teacher

explanation and expected the teacher to motivate the students to be creative in finishing their tasks.

3. Characteristics of the English Learning Materials for the Students of Travel Agent

The first part of the materials is a title. Each unit have a title that reflects the topic and goal of the learning. The title was followed by pictures and an overview paragraph which are used as an attention getting opener. It is used to guide the students to know the goals and objectives that they are going to reach and the content they are going to learn. The goals of English learning were taken and adapted from the core competencies and basic competencies of English curriculum for vocational high school. The topic for the materials was related to the daily life of the students and travel agent field in order to get the students' attention and to motivate them.

Each unit consists of eight main sections. They are getting started, written cycle, spoken cycle, homework, evaluation, reflection, summary, and vocabulary list. At the beginning of each unit, the students are provided with the activities which recall their background knowledge or warming up activity. In section "getting started" in Unit 1 and Unit 3 there are questions that the students should answer. Meanwhile, in Unit 2 there are pictures that the students should study. The students are introduced to the key ideas like a list of vocabulary featured with the pronunciation, the part of speech and the Indonesian. Besides, they have to listen to and repeat after the teacher or recording. These controlled activities

rehearse them to the next tasks in the main activity; written cycle and spoken cycle.

The main language lesson taught in the materials contains the integrated tasks, spoken tasks and written tasks. It is started with the receptive skill and continued to the productive skills; listening to speaking and reading to writing. The tasks in spoken cycle aim at enabling the students to identify the oral texts and to use the language functions according to context appropriately and accurately. The tasks in written cycle aim at enabling the students to identify the information in the written texts, to give the information and to communicate in written way appropriately and grammatically.

In each cycle, there are several steps based on scientific approach. They are “looking at”, “questioning”, “finding the answer” and “creating”. In “looking at” stage the students examine a text and write things that they do not know or they want to know more. Based on what they observe, in “questioning” the students are asked to make questions. In “finding the answer” the students are asked to collect information to answer the questions that they have and use their information to answer the questions. Next, they should present the result to the class. Last, in “creating” stage the students will be asked to create a text. However, before creating a text the students are given several guided and semi guided tasks. These tasks are followed by the additional activities where the students could learn more such as evaluation and homework.

The materials provide the activities that helped the students to do self reflection. The reflection can support and encourage the students to check how

well their understanding of the lessons and to review and evaluate their roles in doing the task. The materials are completed with the vocabulary lists that contain the words featured with their part of speech, phonetic transcriptions and the Indonesian.

B. Suggestions

There are some suggestions addressed to other material developers and the English teachers in vocational high school.

1. To Other Materials Developers

The first suggestion for other materials developers is that in developing the materials mainly for vocational high school students, the topic, input, and activities should be related to the students' needs and the program that they take. Second, to support the materials process, it is recommended to do observations not only in English classroom but also in the real work field. The information of the staffs will be helpful to decide the certain topics related to the specific field included in the materials.

Third, the materials developers are encouraged to develop materials using various media such as comic strips that are applied in the developed materials in this research. They will help to motivate the students to learn. Last, the materials developers should be encouraged to develop the English learning materials for Grade XI and XII since Curriculum 2013 is a new curriculum applied in this year and not many materials for Grade XI and XII are developed.

2. To the English Teachers in Vocational High School

The English teachers are encouraged to develop or produce their own English learning materials by following the steps of materials development process in this research starting from the needs analysis to expert judgment. The teachers can also do the step of try out. It is useful for the teachers to know whether the developed materials are helpful for the students or not. Besides, the teachers are also encouraged to develop materials using various media such as comic strips. Otherwise, the teachers can adapt the authentic materials by making some modifications to meet the needs of the students.

APPENDICES

APPENDIX A

THE NEEDS ANALYSIS

QUESTIONNAIRE



Jurusan Pendidikan Bahasa Inggris
Fakultas Bahasa dan Seni
Universitas Negeri Yogyakarta
Alamat: Karangmalang, Caturtunggal, Depok, Sleman,
Yogyakarta 55281

Kepada : Siswa Kelas X Jurusan Usaha Perjalanan Wisata

SMK N 6 Yogyakarta

Dalam rangka penelitian tentang pengembangan materi pembelajaran Bahasa Inggris bagi SMK kelas X jurusan Usaha Perjalanan Wisata SMK N 6 Yogyakarta, maka pada kesempatan ini saya meminta kesediaan adik-adik untuk mengisi kuesioner ini.

Kuesioner ini tidak bermaksud menguji kemampuan adik-adik, melainkan untuk mengetahui kebutuhan materi pembelajaran Bahasa Inggris untuk siswa kelas X SMK Jurusan Usaha Perjalanan Wisata. Selain itu, jawaban adik-adik dalam kuesioner ini tidak akan mempengaruhi nilai akademis pelajaran Bahasa Inggris di rapor. Jawaban jujur dan murni dalam mengisi kuesioner ini dari adik-adik sangat membantu dalam penelitian ini.

Jawaban dan identitas Anda akan saya jamin kerahasiannya sesuai dengan kode etik penelitian. Terima kasih.

Yogyakarta, Januari 2013

Peneliti

Sahnaz Natasya Fath

10202241009

Kuesioner Analisis Kebutuhan Siswa dalam Materi Pembelajaran Bahasa Inggris SMK Jurusan Usaha Perjalanan Wisata

A. Data Pribadi Responden

Data pribadi ini boleh diisi atau tidak diisi.

Nama : _____

Jenis Kelamin : _____

Kelas : _____

B. Analisis Kebutuhan Siswa dalam Pembelajaran Bahasa Inggris

Petunjuk Pengisian

Berilah tanda silang (X) pada huruf a,b,c, atau seterusnya sesuai dengan pemikiran dan pendapat Anda. Jika Anda mempunyai pendapat lain, tuliskan jawaban tersebut pada pilihan lainnya dengan singkat dan jelas. Jawaban yang Anda berikan boleh lebih dari satu jawaban. Semua jawaban yang Anda berikan di dalam lembar angket ini tidak akan mempengaruhi nilai akademis Anda di dalam rapor. Jawablah pertanyaan-pertanyaan di bawah ini dengan sebenar-benarnya.

Tujuan Pembelajaran

1. Tujuan saya belajar Bahasa Inggris di sekolah (jangka pendek) ialah
 - a. Lulus ujian nasional
 - b. Mendapatkan nilai bagus di rapor
 - c. Membantu saya untuk komunikasi saat bertemu turis
 - d. Mendapatkan pengetahuan tentang fungsi kebahasaan dalam bahasa Inggris seperti cara untuk memperkenalkan diri, mengungkapkan perasaan senang dan sedih, dan lain lain.
 - e. (Lainnya)

2. Tujuan saya dalam belajar Bahasa Inggris di sekolah (jangka panjang) ialah
- a. Memperoleh keterampilan Bahasa Inggris untuk melanjutkan pendidikan di luar negeri
 - b. Memperoleh keterampilan Bahasa Inggris untuk melanjutkan pendidikan ke sekolah tinggi (institut) atau universitas
 - c. Memperoleh keterampilan berkomunikasi yang akan mendukung karir/pekerjaan Anda dalam bidang Usaha Perjalanan Wisata
 - d. (Lainnya)
-

Input Pembelajaran

3. Dalam kelas Bahasa Inggris, input teks mendengarkan (listening) yang saya inginkan adalah
- a. Teks monolog
 - b. Teks dialog
 - c. (Lainnya)
-
4. Sebagai input pembelajaran menyimak (listening), panjang teks yang saya mampu pahami adalah....
- a. 300-400 kata (panjang)
 - b. 200-300 kata (sedang)
 - c. 100-200 kata (pendek)
 - d. (Lainnya)
-
5. Di antara bentuk-bentuk teks di bawah ini input pembelajaran berbicara (speaking) yang saya inginkan ialah
- a. Teks monolog
 - b. Teks dialog
 - c. (Lainnya)
-

6. Di antara bentuk-bentuk teks di bawah ini input pembelajaran membaca (reading) yang saya inginkan ialah

- a. Teks bacaan berupa komik strip
 - b. Teks bacaan yang disertai daftar kosa kata
 - c. Teks bacaan yang terdiri dari beberapa paragraph
 - d. Teks bacaan yang disertai tabel, bagan, diagram/grafik
 - e. (Lainnya)
-

7. Sebagai input pembelajaran membaca (reading), panjang teks yang saya mampu pahami adalah....

- a. 300-400 kata (panjang)
 - b. 200-300 kata (sedang)
 - c. 100-200 kata (pendek)
 - d. (Lainnya)
-

8. Input pembelajaran yang saya inginkan untuk pembelajaran menulis (writing) ialah

- a. Contoh model teks yang dipelajari dalam latihan menulis
 - b. Contoh struktur kalimat (grammar) yang berkaitan dengan teks
 - c. Contoh kosa kata yang akan digunakan dalam teks dan disertai dengan penjelasannya
 - d. Contoh gambar, tabel, grafik, atau diagram yang bersangkutan dengan teks yang dipelajari
 - e. (Lainnya)
-

9. Topik atau tema bahan pembelajaran yang saya inginkan ialah

- a. Tentang hal-hal yang berkaitan dengan usaha perjalanan wisata
- b. Tentang hal-hal yang berada di sekitar bidang sekolah kejuruan
- c. Tentang hal-hal yang berkaitan dengan bidang pekerjaan yang akan saya tekuni setelah lulus

- d. Tentang hal-hal yang dapat ditemui dalam kehidupan sehari-hari seperti ungkapan sehari-hari seperti meminta maaf, mengungkapkan rasa senang, berterimakasih, dan lain-lain
 - e. (Lainnya)
-

Kegiatan Pembelajaran

10. Jenis kegiatan pembelajaran menyimak (listening) yang saya inginkan adalah

- a. Mengidentifikasi isi teks menyimak (listening) secara garis besar
 - b. Menceritakan kembali dengan bahasa sendiri tentang isi teks yang didengar
 - c. Mencatat poin-poin penting dari teks audio/video yang didengar (taking notes)
 - d. Melengkapi teks rumpang dengan menyimak teks audio/video yang diperdengarkan
 - e. Mengidentifikasi rincian/detail informasi dari teks menyimak (listening) dengan menjawab pertanyaan
 - f. (Lainnya)
-

11. Jenis kegiatan pembelajaran berbicara (speaking) yang saya inginkan adalah

- a. Membuat sebuah dialog lalu mempratikannya di depan kelas
 - b. Mempresentasikan laporan, cerita, pidato, atau hasil sebuah diskusi di depan kelas
 - c. Berdiskusi tentang sebuah topik dan menyampaikan pendapat berkaitan dengan topik tersebut
 - d. Mempraktikan sebuah model monolog/dialog yang tersedia di dalam buku/materi di depan kelas (role play)
 - e. (Lainnya)
-

12. Jenis kegiatan pembelajaran membaca (reading) yang saya inginkan adalah

- a. Mendiskusikan isi dan arti ungkapan-ungkapan tertentu yang terdapat dalam bacaan tersebut dan penggunaannya berdasarkan konteks dalam teks
 - b. Membaca teks bacaan lalu menjawab pertanyaan yang berkaitan dengan isi bacaan tersebut
 - c. Menyusun paragraf atau kalimat yang acak menjadi sebuah urutan yang benar dan logis
 - d. Mengartikan setiap kata kedalam bahasa Indonesia
 - e. Meringkas isi bacaan
 - f. (Lainnya)
-

13. Jenis kegiatan pembelajaran menulis (writing) yang saya inginkan adalah

- a. Menulis teks yang sama dengan contoh model teks yang diberikan sesuai dengan tata bahasa dan struktur penyusunan paragraf yang benar
 - b. Menulis teks berdasarkan gambar, tabel, grafik, dan lain lain
 - c. Melengkapi paragraf rumpang dengan kalimat yang sesuai
 - d. Membetulkan struktur kalimat dan tanda baca yang salah (error analysis)
 - e. (Lainnya)
-

14. Jenis kegiatan pembelajaran pengayaan kosa kata (vocabulary) yang saya inginkan ialah....

- a. Menjodohkan kata dengan arti
- b. Menemukan kosa kata baru di dalam sebuah teks dan mencari arti atau terjemahan di dalam kamus
- c. Menebak arti atau terjemahan kosa kata baru dengan melihat konteks kalimat, gambar atau petunjuk dari guru

- d. Mengelompokkan kosa kata baru di dalam tabel dan mencari arti, cara pengucapan, jenis kata, sinonim, dan antonym
 - e. (Lainnya)
-

15. Jenis kegiatan pembelajaran tata bahasa (grammar) yang saya inginkan adalah

- a. Mengerjakan soal-soal latihan tata bahasa (grammar)
 - b. Membuat kalimat sendiri berdasarkan pola kalimat yang diajarkan
 - c. Mengidentifikasi struktur kalimat yang salah, lalu memperbaikannya
 - d. Menghafalkan rumus atau formula struktur tata bahasa (misal : rumus present tense)
 - e. (Lainnya)
-

16. Jenis kegiatan pembelajaran pengucapan kata (pronunciation) yang saya inginkan adalah

- a. Berlatih mengucapkan kata per kata
 - b. Mencari pengucapan di dalam kamus atau di dalam buku materi
 - c. Mendengar dan menirukan cara pengucapan dari guru (listen and repeat)
 - d. Berlatih mengucapkan beberapa kata yang memiliki bunyi yang hampir sama
 - e. Berlatih mengucapkan setiap kalimat termasuk bagaimana cara penekanan dan intonasi pengucapan
 - f. (Lainnya)
-

Setting Pembelajaran

17. Saya lebih merasa nyaman jika proses pembelajaran bahasa Inggris dilaksanakan di

- a. Ruang kelas
- b. Perpustakaan
- c. Ruang praktek

- d. Luar kelas seperti pinggiran kelas, taman sekolah
 - e. (Lainnya)
-

18. Saya lebih memilih jika latihan dan tugas-tugas dikerjakan

- a. Secara individu
 - b. Dengan teman sebangku
 - c. Dalam sebuah kelompok kecil (4-5 siswa)
 - d. (Lainnya)
-

Peran Siswa

19. Pada saat proses kegiatan belajar mengajar berlangsung, saya lebih suka

- a. Mendengar penjelasan guru
 - b. Mengajukan pertanyaan dan pendapat saya
 - c. Dituntun dalam setiap mengerjakan tugas oleh guru
 - d. Menggunakan kreativitas saya dalam mengerjakan tugas dan latihan
 - e. (Lainnya)
-

Peran Guru

20. Dalam mengerjakan tugas bahasa Inggris, saya lebih menginginkan jika guru....

- a. Memotivasi saya saat mengerjakan setiap soal
 - b. Berkeliling mengecek setiap proses pengerjaan soal
 - c. Menciptakan suasana bagi para siswa untuk memberikan pendapat
 - d. Selalu mengawasi proses pembelajaran agar bisa tetap berjalan lancar dan efektif
 - e. Mendorong dan mengarahkan saya untuk menggunakan kreativitas saya dalam mengerjakan tugas dan soal latihan
 - f. (Lainnya)
-

Komik Strip dalam Materi Pembelajaran

21. Jenis cerita komik strip yang saya senangi ialah

- a. Cerita sehari – hari
 - b. Petualangan
 - c. Superhero
 - d. Komedi
 - e. (Lainnya)
-

22. Tokoh yang saya senangi di dalam komik strip adalah

- a. Anak-anak
 - b. Remaja
 - c. Dewasa
 - d. (Lainnya)
-

23. Jenis huruf yang saya senangi di dalam komik strip adalah ...

- a. Times New Rowman (Abcde)
 - b. Comic Sans (**Abcde**)
 - c. Tempus Sans ICT (Abcd~~e~~)
 - d. (Lainnya)
-

24. Saya lebih suka membaca komik strip dengan warna

- a. Hitam putih
 - b. Berwarna-warni
 - c. (Lainnya)
-

25. Bentuk panel yang lebih saya sukai dalam membaca komik strip adalah

....

- a. Vertikal
 - b. Horizontal
 - c. (Lainnya)
-

APPENDIX B

THE NEEDS ANALYSIS

DATA

The Results of the Needs Analysis

Statements		N	Frequency	Percentage
Background of Learning English				
1.	My long-term goal in learning English is			
	a. passing the National Examination with good score	28	2	7.14%
	b. obtaining good mark in the study report	28	2	7.14%
	c. being good in making communication with foreigner.	28	9	32.14%
	d. obtaining knowledge about language function in English	28	22	78.57%
	e. etc.	28	2	7.14%
2.	My short-term goal in learning English is			
	a. acquiring language skill to study abroad	28	5	17.86%
	b. acquiring English skill to continue my study to universities	28	4	14.29%
	c. acquiring communication skill which support my feature work in travel agent	28	24	85.71%
	d. etc.	28	1	3.57%
	Instruction Input			
3.	In English class, input listening text that I want is			
	a. monologue text	28	1	3.57%
	b. dialogue text	28	20	71.43%
	c. etc.	28	3	10.71%
4.	As the listening instruction input, the text length that I am able to comprehend is			
	a. 300-400 words (long)	28	3	10.71%
	b. 200-300 words (average)	28	14	50.00%
	c. 100-200 words (short)	28	11	39.29%
	d. etc.			
5.	Between this following type of texts as the input of speaking instruction I want			
	a. monologue text	28	7	25.00%
	b. dialogue text	28	22	78.57%
	c. etc.	28	0	0.00%

6.	Between this following type of texts as the input of reading instruction I want			
	a. reading text in the form of comic strip	28	13	46.43%
	b. reading text inserted by vocabulary list	28	10	35.71%
	c. reading text consisted of several paragraphs	28	7	25.00%
	d. reading text inserted by table or diagram.	28	0	0.00%
	e. etc.	28	0	0.00%
7.	As a reading text, the text length that I am able to comprehend is			
	a. 300-400 words (long)	28	4	14.29%
	b. 200-300 words (average)	28	20	71.43%
	c. 100-200 words (short)	28	6	21.43%
	d. etc.	28	0	0.00%
8.	Instruction input that I want in writing instruction is			
	a. the model of the discussed text	28	19	67.86%
	b. the example of sentence structure related to the text	28	6	21.43%
	c. the example of vocabulary used in the text and the explanation	28	4	14.29%
	d. the example of pictures, table, graphic, or diagram which related to the text	28	6	21.43%
	e. etc.	28	0	0.00%
9.	Topic or theme that I want as the learning materials is			
	a. about the matters related to the travel agent	28	15	53.57%
	b. about matters existed in vocational high school field	28	0	0.00%
	c. about matters related to the my feature work	28	8	28.57%
	d. about daily life communication as the expression of greeting, apologizing, etc.	28	13	46.43%
	e. etc.	28	1	3.57%
Instruction Activities				
10.	The type of listening instruction activities that I expect is			

	a. identifying the content of listening text in general	28	6	21.43%
	b. retelling the content of the text with my own words	28	5	17.86%
	c. taking a note the important points from the listening text	28	10	35.71%
	d. completing some incomplete text by listening the text	28	14	50.00%
	e. identifying detail information form the text heard by answering several questions	28	2	7.14%
	f. etc.	28	0	0.00%
11.	The type of speaking instruction activities that I want is			
	a. making a dialogue then act in front of the class	28	5	17.86%
	b. presenting a report, story, speech, or discussion result in front of the class	28	6	21.43%
	c. discussing a topic and delivering opinion related with the topic	28	11	39.29%
	d. practicing a monologue or dialogue model in learning materials in front of the class	28	11	39.29%
	e. etc.	28	0	0.00%
12.	The type of reading instruction activities that I want is			
	a. discussing the content and the meaning of the text	28	13	46.43%
	b. reading text then answering the questions related to the content of the text	28	7	25.00%
	c. arranging jumbled paragraphs or sentences becoming a logic text	28	2	7.14%
	d. translating every words into Indonesian	28	11	39.29%
	e. resuming the content of the text	28	2	7.14%
	f. etc.	28	1	3.57%
13.	The type of writing instruction activities text that I want is			
	a. writing text which is the same with model texts given included the grammar and the structure related to the text	28	13	46.43%

	b. writing text based on pictures, table, graphic, etc.	28	3	10.71%
	c. completing incomplete paragraph with the appropriate sentences	28	9	32.14%
	d. correcting the wrong sentence structure and punctuation	28	8	28.57%
	e. etc.	28	0	0.00%
14.	The type of vocabulary instruction activities that I want is			
	a. matching some words with the meaning	28	11	39.29%
	b. finding some words in a text then finding out the meaning in dictionary	28	15	53.57%
	c. guessing meaning of new words with looking the context in the sentence, picture, or teacher instruction	28	3	10.71%
	d. grouping some new words in a table and finding out the pronunciation, class of speech, synonym, and antonym	28	14	50.00%
	e. etc.	28	1	3.57%
15.	The type of grammar instruction activities that I want is			
	a. finishing some grammar questions	28	13	46.43%
	b. making my own sentences based on the sentence pattern discussed	28	5	17.86%
	c. identifying the wrong sentence structure then correcting it	28	8	28.57%
	d. memorizing the grammar formula (example : present tense formula)	28	10	35.71%
	e. etc.	28	0	0.00%
16.	The type of pronunciation instruction activities that I want is			
	a. practicing to utter some words	28	6	21.43%
	b. finding out the pronunciation in the dictionary or in learning materials	28	1	3.57%
	c. listening and then repeating the teacher pronunciation	28	12	42.86%
	d. practicing to pronounce the similar words	28	3	10.71%
	e. practicing to pronounce every word including the stress and intonation	28	17	60.71%

	f. etc.	28	2	7.14%
Instruction Setting				
17.	I will enjoy the English instruction if it is conducted in			
	a. classroom	28	16	57.14%
	b. library	28	2	7.14%
	c. practice room	28	8	28.57%
	d. outside the classroom (garden or class corridor)	28	8	28.57%
	e. etc.	28	1	3.57%
18.	In finishing the task I like to do it			
	a. individually	28	12	42.86%
	b. in pairs	28	11	39.29%
	c. in small group (4-5)	28	11	39.29%
Student Role				
19.	In a learning process, I will			
	a. listen to the teacher explanation	28	15	53.57%
	b. ask some questions and delivering my opinion	28	3	10.71%
	c. be guided by my teacher in finishing my work	28	9	32.14%
	d. use my creativity in finishing my tasks	28	13	46.43%
Teacher Role				
20.	In finishing my task, I want my teacher to			
	a. motivate me to finish my task	28	10	35.71%
	b. check the students around the class	28	4	14.29%
	c. giving the students chance to deliver the opinion	28	5	17.86%
	d. always monitor the learning process	28	5	17.86%
	e. motivate me to be creative in finishing my tasks	28	18	64.29%
	f. etc.	28		0.00%
Comic strips in Learning Materials				
21.	The type of a story that I like is			
	a. daily life	28	12	42.86%
	b. adventure	28	13	46.43%
	c. superhero	28	0	0.00%
	d. comedy	28	12	42.86%

	e. etc.	28	0	0.00%
22.	Character that I like in a comic strip is			
	a. children	28	4	14.29%
	b. teenager	28	21	75.00%
	c. adult	28	4	14.29%
	d. etc.	28	2	7.14%
23.	The type of font that suitable in a comic strip is			
	a. Times New Roman	28	8	28.57%
	b. Comic Sans	28	16	57.14%
	c. Tempus Sans	28	7	25.00%
	d. etc.	28	0	0.00%
24.	I like to read a comic strip that			
	a. black and white only	28	11	39.29%
	b. colourful	28	18	64.29%
	c. etc.	28	1	3.57%
25.	The form of panels that I like in reading a comic strip is			
	a. vertical	28	10	35.71%
	b. horizontal	28	23	82.14%
	c. etc.	28	0	0.00%

APPENDIX C

INTERVIEW TRANSCRIPT

The Interview Transcript

- R : Researher
- O : Travasee Manager Owner
-
- R : *“Selamat pagi Ran.”*
- O : *“Selamat pagi. Ada apa sa?”*
- R : *“Begini Ran, saya mau interview tentang usaha perjalanan wisatamu.”*
- O : *“Oh iya, Gimana?”*
- R : *“Travel Agentmu namanya apa? Kantornya dimana?”*
- O : *“Namanya Travasee. Di Semarang Sa.”*
- R : *“Kalo di Travel Agent itu ada bagian apa aja ya?”*
- O : *“Garis besarnya sih ada dua bagian, ada marketing sama opesional. Nah kalo pekerjaannya ada php/java developer, sales executive, staff administrasi, staff operasional, social & community strategist, sama tour escort.”*
- R : *“Kalau yang biasa komunikasi pakai bahasa Inggris bagian apa?”*
- O : *“Ya kalo di travel agent sih paling waktu jadi tour escort dan sales executive.”*
- R : *“Kalau jadi tour escort itu kerjanya apa aja?”*
- O : *“Ya kayak tour guide gitu. Nemenin customer waktu mereka ke tempat-tempat wisata dan menceritakan apa aja yang ada di tempat-tempat wisata itu. Jadi kalau clientnya orang luar ya dia harus pakai bahasa Inggris.”*
- R : *“Kalo sales executive kerjanya apa?”*
- O : *“Sales executive itu dia yang berhubungan sama clientnya”*
- R : *“Apakah termasuk urusan booking hotel, tempat makan, sama tiket-tiket gitu?”*
- O : *“Enggak, kalau itu bagian operasional.”*
- R : *“Oh gitu ya. Kalau sales executive komunikasi sama client biasanya lewat apa Ran?”*
- O : *“Ya biasanya lewat telfon atau e-mail.”*

- R : *“Oh ya kalo waktu nawarin tour ke client itu pernah nggak sales executive itu nanyain pengalaman tour mereka sebelumnya?”*
- O : *“Kadang sih nanya, tapi biasanya mereka yg cerita sendiri sih tanpa kita nanya juga. Mereka jg mastiin ke kita supaya enggak ada kekurangan-kekurangan kayak tour sebelumnya.”*
- R : *“Oh OK. Makasih ya Ran.”*
- O : *“Ya. Sama-sama.”*

APPENDIX D

COURSE GRID

**DEVELOPING COMIC STRIP-BASED LEARNING MATERIALS FOR GRADE X STUDENTS OF TRAVEL AGENT
DEPARTMENT OF SMK N 6 YOGYAKARTA**

UNIT 1 COURSE GRID

Name of the School : SMK N 6 Yogyakarta
Program of Expertise : Travel Agent
Grade / Semester : X/II

Title	Core Competencies	Basic Competencies	Indicators	Input	Language	Activities
Let's Plan an Adventurous Trip	<p>1. Appreciating and practicing the precept of their religion.</p> <p>2. Appreciating and practicing to behave honest, discipline, responsibility, caring (mutual assistance, cooperation, tolerance,</p>	<p>1 Grateful for the opportunity to learn English as a language of international communication.</p> <p>2.1 Develop mannered behavior and care in carrying out inter-personal communication</p>	<p>Reading and Writing</p> <p>Ss are able to:</p> <ul style="list-style-type: none"> • mention the expression of asking for intention in the written form. • mention the expressions of stating intention in the written form. • write the expression of asking for intention 	<ul style="list-style-type: none"> • Texts containing the expression of asking for and stating intention. 	<p>Expression of asking for intention, example: What will you do on the next holiday?</p> <p>Response: I will go to my grandmother's house with my family.</p>	<ul style="list-style-type: none"> •Examining a text containing the expression of asking for and stating intention and writing things the students do not know and/or want to know further •Making questions based on the things that students do not know and/or want to know further • Reading text and then answering comprehension

peace), polite, responsive and pro-active and showing the attitude as part of the solution to various problems in interacting effectively with the social and natural environment and in placing itself as a reflection of the nation in the association world.	with teachers and friends	in the written form.			
	3.4 Analyze social functions, text structure, and linguistic elements to represent and inquire about the intentions of doing an action / activity, according to the context of its use.	<ul style="list-style-type: none"> • write the expressions of stating intention in the written form. 			<p>questions</p> <ul style="list-style-type: none"> • Reading text and then answering comprehension questions • Studying the function and other examples of asking for and stating intention • Answering questions that have been made before and presenting to the class • Completing a diagram and presenting the diagram on the display board
3. Understanding, applying, analyzing factual knowledge, conceptual, procedural based	4.5 Develop oral and written text to state and inquire about the intentions of	<p>Grammar</p> <p>Ss are able to :</p> <ul style="list-style-type: none"> • identify the use of 	<ul style="list-style-type: none"> • The explanation about differentiation between the use of “will” and “(be) 	<p>The example of the use “will”:</p> <p>I will send an e-mail and ask the</p>	<ul style="list-style-type: none"> • Reading a text and underlining the verbs form used to express intention. • Reading an explanation

on the curiosity sense about science, technology, arts, culture, and humanities with an insight of humanity, national, state, and civilization related to the causes of phenomena and events, as well as applying procedural knowledge in the field specific studies according to their talents and interests to solve the problem.

doing an action / activity, with attention to the social function, the structure of the text, and linguistic elements are correct and appropriate context.

“will” and “(be) going to in a text

- write sentences using “will” and “(be) going to in a text

going

travel agent about the itinerary right now.

The example of the use “(be) going to:

I think I cannot join the trip because I am going to my grandmother’s house tomorrow.

about the use of verb form to express intention and completing sentences.

- Answering questions that have been made before and presenting to the class
- Completing a text
- Writing short letter using the expressions of asking for and stating intention.

Listening and Speaking

Ss are able to:

- identify the expression of asking

- Dialogue in the form of comic strips containing the expression of asking for intention and

Expression of asking for intention example: In what time will

- Examining a spoken text containing the expression of asking for and stating intention and writing things the students do not know and/or want to know

4. Processing, reasoning, and presenting in the realm of the concrete and abstract related to the development of the self-learned at school, and were able to use the method according to the rules of science.

for intention

- identify the expressions of stating intention
- participate in dialogues to ask for intention
- participate in dialogues to state intention

stating intention

- Expressions of asking for intention and stating intention

you be here?

Response: We are planning to start the trip in the morning.

further

- Making questions based on the things that students do not know and/or want to know further
- Listening to the dialog and answering the comprehension questions and reporting the answer to the class.
- Listening to the dialog and filling the blanks and reporting the answer to the class
- Filling a dialog in the form of comic strip and answer the comprehension questions.

Pronunciation

- Explanation

Rising intonation,

- Studying the explanation

<p>Ss are able to:</p> <ul style="list-style-type: none"> • pronounce correct intonation in asking for intention 	<p>about intonation in questioning</p> <ul style="list-style-type: none"> • Expressions of asking for intention 	<p>ex. : Will you also play flying fox? Falling intonation, ex. : What are you going to do after school?</p>	<p>about intonation in questioning and pronouncing several questions about asking for intention</p> <ul style="list-style-type: none"> • Answering questions that have been made before and presenting to the class • Asking friends' holiday planning and writing down the expressions used
<p>Vocabulary</p> <p>Ss are able to</p> <ul style="list-style-type: none"> • mention the term related to the topic 	<p>Words related to the topic</p>	<ul style="list-style-type: none"> • adventure • challenging • intention • plan • spend • tour 	<ul style="list-style-type: none"> • Matching the words and the definition

**DEVELOPING COMIC STRIP-BASED LEARNING MATERIALS FOR GRADE X STUDENTS OF TRAVEL AGENT
DEPARTMENT OF SMK N 6 YOGYAKARTA**

UNIT 2 COURSE GRID

Name of the School : SMK N 6 Yogyakarta
Program of Expertise : Travel Agent
Grade / Semester : X/II

Title	Core Competencies	Basic Competencies	Indicators	Input	Language	Activities
Stories Behind Wonderful Places	1. Appreciating and practicing the precept of their religion. 2. Appreciating and practicing to behave honest, discipline, responsibility, caring (mutual assistance, cooperation, tolerance, peace), polite, responsive and pro-active and showing the attitude as part of the solution to various problems in interacting effectively with the social	1.1 Grateful for the opportunity to learn English as a language of international communication. 2.1 Develop honest behavior, discipline, self-confidence, and be responsible in implementing transactional communication	Reading and Writing Ss are able to: • describe the detailed information of the narrative text • describe the purpose or social function of the	• Narrative texts in the form of comic strip	A narrative text is text that tells a story. Its purpose is to entertain or to amuse the readers. A narrative text is organized to include: ➤ an orientation ➤ a complication ➤ A sequence of events ➤ A resolution ➤ a coda	•Examining a narrative text and writing things the students do not know and/or want to know further •Making questions based on the things that students do not know and/or want to know further • Rereading the text and then answering comprehension

and natural environment and in placing itself as a reflection of the nation in the association world.	with teachers and friends.	narrative text			questions
3. Understanding, applying, analyzing factual knowledge, conceptual, procedural based on the curiosity sense about science, technology, arts, culture, and humanities with an insight of humanity, national, state, and civilization related to the causes of phenomena and events, as well as applying procedural knowledge in the field specific studies according to their talents and interests to solve the problem.	3.10 Analyzing social function, the structure of the text, and linguistic elements of narrative text in the form of simple folk legend, according to the context of its use.	<ul style="list-style-type: none"> identify the organization of the narrative text 			<ul style="list-style-type: none"> Studying the explanation of narrative text included the purpose and organization of the text Reading a narrative text and identifying the organization of the text Answering comprehension questions related to the text
4. Processing, reasoning, and presenting in the realm of	4.15 Comprehending the meaning of spoken and written narrative text form of simple short stories.	Grammar Ss are able to : <ul style="list-style-type: none"> identify the use of past tense in 	<ul style="list-style-type: none"> The explanation about past tense 	To express something that happened in the past. The patterns are: a. S + V _{II} (regular/irregular) Example: He	<ul style="list-style-type: none"> Studying explanation about past tense Filling the blanks sentences with the

the concrete and abstract related to the development of the self-learned at school, and were able to use the method according to the rules of science.

narrative texts

- applying the verbs form used in narrative text
- rewrite a narrative text with the students' own words.

Listening and Speaking

- Narrative texts in the form of

intended to join the party.

- b. S + to be II (was, were)
Example : A blood war **was** inevitable with Prambanan troop massacred

correct form

- Identifying the word indicating the use of past tense in a text and making sentences
- Answering questions that have been made before and presenting to the class
- Filling a text with the word given in the box
- Answering comprehension questions
- Rewriting the text
- Examining a spoken narrative text and writing things the

Ss are able to: comic strip

- explain the detailed information of a spoken narrative text
- retell a narrative text

students do not know and/or want to know further

- Making questions based on the things that students do not know and/or want to know further
- Listening to a narrative text and answering the comprehension questions by matching the answer and the question in the table and reporting the answer to the class.
- Listening to the text again and arranging jumbled pictures based on the text that they heard.

Pronunciation

Ss are able to:

- pronounce words with the consonant “g” and “h”

- Explanation about the consonant “g” and “h”

Consonant “g” and “h” are pronounced silently if they come after sound

- a. /eɪ/,
- b. /aɪ/,
- c. /u/,
- d. /ɔ/,
- e. /əʊ/,
- f. /aʊ/,

- Studying an explanation about the pronunciation of consonant “g” and “h” in the text.

- Pronouncing words using the consonant “g” and “h”

Meanwhile, consonant “g” and “h” are pronounced /f/ if they come after sound

- a. /ʌ/,
- b. /ɑ:/,
- c. /v/,

Consonant “g” and “h” are pronounced /g/ if they are in the beginning of the word. For example: (ghastly – ghoul)

Grammar

Ss are able to :

- identify the use of direct and indirect speech in the story

- Explanation about the use of direct and indirect speech

Direct speech is when we report what someone says by repeating the exact words. In writing, we use inverted commas, example:

- He said, "I have a present for you in my bag."
- He asked me, "why do you come late?."

Indirect speech (also called reported speech) is when we give the same meaning of what someone says without repeating the exact words. In this case, we do not use inverted commas and certain changes may be necessary, example:

- He said that he

- Studying an explanation about direct and indirect speech
- Changing direct speech into reported speech.
- Answering questions that have been made before and presenting to the class
- Listening to a narrative text and answering comprehension questions
- Retelling the text heard before.

had a present for
me in his bag.

- He asked me why
I came late.

Vocabulary

Ss are able to

- mention the
term related
to the topic

Words
related to the
topic

swamp

temple

mountain

strait

volcano

- Repeating the
pronunciation of the
words after the
recording

**DEVELOPING COMIC STRIP-BASED LEARNING MATERIALS FOR GRADE X STUDENTS OF TRAVEL AGENT
DEPARTMENT OF SMK N 6 YOGYAKARTA**

UNIT 3 COURSE GRID

Name of the School : SMK N 6 Yogyakarta
Program of Expertise : Travel Agent
Grade / Semester : X/II

Title	Core Competencies	Basic Competencies	Indicators	Input	Language	Activities
Let's Tell Our Adventurous Trip	<p>1. Appreciating and practicing the precept of their religion.</p> <p>2. Appreciating and practicing to behave honest, discipline, responsibility, caring (mutual assistance, cooperation, tolerance, peace), polite, responsive and pro-active and showing the attitude as part of the solution to various problems in</p>	<p>1.1 Grateful for the opportunity to learn English as a language of international communication.</p> <p>2.1 Develop behavioral responsibility, caring, cooperation, peace and love, in performing functional communication.</p> <p>3.9 Analyze social</p>	<p>Reading and Writing</p> <p>Ss are able to:</p> <ul style="list-style-type: none"> describe the detailed information of the narrative text explain the purpose or social function of the 	<ul style="list-style-type: none"> Recount texts in the form of comic strip 	<p>Recount text is a text that tells "what happened". The purpose of recount text is to tell the readers what happened in the past through a sequence of event..</p> <p>A recount text is organized to include:</p> <ol style="list-style-type: none"> An orientation A record of events Reorientation 	<ul style="list-style-type: none"> Examining a recount text and writing things the students do not know and/or want to know further Making questions based on the things that students do not know and/or want to know further Rereading the text and then

interacting effectively with the social and natural environment and in placing itself as a reflection of the nation in the association world.	functions, text structure, and linguistic elements of the text recount about experiences, events, and events, according to the context of its use.	narrative text			answering comprehension questions
3. Understanding, applying, analyzing factual knowledge, conceptual, procedural based on the curiosity sense about science, technology, arts, culture, and humanities with an insight of humanity, national, state, and civilization related to the causes of phenomena and events, as well as applying procedural knowledge in the field specific studies according to their talents and interests to solve the	4.13 Comprehending the meaning of spoken and written recount text about the experiences, activities, events, and event.	<ul style="list-style-type: none"> • identify the organization of the narrative text • writing a short recount text 			<ul style="list-style-type: none"> • Studying the explanation of recount text including the purpose and organization of the text • Reading a recount text and identifying the organization of the text
	4.14 Develop oral and written recount text about activities, events, event, taking into account the social function, the structure of the text, and correct linguistic elements based on	Grammar Ss are able to : <ul style="list-style-type: none"> • identify the use of past tense in recount texts 	<ul style="list-style-type: none"> • The explanation about past tense 	To express something that happened in the past. The patterns are: c. S + V _{II} (regular/irregular) Example: He intended to join the party.	<ul style="list-style-type: none"> • Studying explanation about past tense • Indicating the used of past tense in a text • completing the

problem.	the context	<ul style="list-style-type: none"> • applying the verbs form used in recount text 	d. S + to be II (was, were) Example : A blood war was inevitable with Prambanan troop massacred	sentences by changing the verb in the bracket into correct form. <ul style="list-style-type: none"> • filling the diagram to answer the questions that have been made before and presenting to the class • Arranging pictures and making a sentence for each picture • Arranging the sentences into a good recount text • Examining a spoken recount text and writing things the students
4. Processing, reasoning, and presenting in the realm of the concrete and abstract related to the development of the self-learned at school, and were able to use the method according to the rules of science.				
		Listening and Speaking Ss are able to:	<ul style="list-style-type: none"> • Recount texts in the form of comic strip 	

- explain the detailed information of a spoken recount text
- explain when to use recount text in daily life

do not know and/or want to know further

- Making questions based on the things that students do not know and/or want to know further

- Listening to a recount text and answering the comprehension questions and reporting the answer to the class.

Pronunciation

Ss are able to:

- pronounce some words stated in the story with the correct stress

- Explanation about the consonant “g” and “h”

Words with stress on the first Syllable, example:

- balance
- basis

Words with stress on the second syllable, example:

- certificate
- instruction

- Studying an explanation about the stress of words used in the text

- Pronouncing words with correct stress

Grammar

Ss are able to :

- identify the use of pronoun in the text

- Explanation about the use of pronoun in the text

- The subjunctive pronoun, example: I, you, they, we, he, she, it
- The objective pronoun, example: me, you, them, us, him, her, it
- The possessive before a noun, example: my, his, her, our, their, its,

- Listening to a dialog and answering comprehension questions and questions about pronoun
- Answering questions that have been made before and

		your	presenting to the class
		<ul style="list-style-type: none"> • The possessive after a noun, example: mine, his, hers, theirs, yours, ours 	<ul style="list-style-type: none"> • Telling the students' embarrassing moment with the guiding questions
Vocabulary	Words related to the topic	<ul style="list-style-type: none"> • accident • embarrassed • experience • instructor • nervous • safety 	<ul style="list-style-type: none"> • Repeating after the teacher and finding the Indonesian • Filling in the blanks sentences using the words
Ss are able to			
<ul style="list-style-type: none"> • ,mentionthe term related to the topic 			

APPENDIX E

THE DESCRIPTION OF DEVELOPED MATERIALS

The Description of Unit 1

A. Getting Started

Task	Description
Task 1	<p><i>Instruction: Answer the following questions.</i></p> <p>The task gives the students' background knowledge of the topic and the context that will be discussed in the main section. In this task, the students are asked to answer several questions about their holiday plan. It is related to the topic which is asking and stating intention.</p>
Task 2	<p><i>Instruction: Pronounce the following words.</i></p> <p>In this task, the students are required to pronounce several words which are used frequently in this unit. The input of this task is words which are related to holiday plan and their phonetic transcription. This task is used to give the students exposure about what is discussed in the next tasks.</p>
Task 3	<p><i>Instruction: Draw a line to match the words with the Indonesian.</i></p> <p>The inputs of this task is words which are presented in previous task and the Indonesian. In this task, the students are asked to match the words with the Indonesian. It is used to give the students knowledge about vocabulary in the text that will be discussed in the next tasks.</p>

B. Written Cycle

Looking at

Task 4	<p><i>Instruction: Read the conversation in the chat room below and give a tick (✓) in the boxes for the items that you do not know and/or you want to know more.</i></p> <p>Related to the scientific approach, the first step that must be conducted is observation step. This task represents the observation step in scientific approach which requiring the students to examine a model text and write items that the students do not know or want to know more. In this task the students are asked to read a conversation containing the expressions of asking and stating intention. It is used to give the students text model. Then, the students are asked to identify things that they do not know or they want to know more about the conversation. It helps the students to identify their comprehension of the text. In this task, the comic strip is used to show the context in which the expressions are applied in daily life.</p>
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Questioning

Task 5	<p><i>Instruction: Referring to the items that you do not know or you want to know</i></p>
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more above, make relevant questions. Examples are given to you.

This task shows the questioning step in the scientific approach. This task gives the students chance to make questions referring to the items that students do not know or the items that students want to know more. The questions, then, will be the reference of the next activities which is finding the answer.

Finding the Answers

Task 6 *Instruction: Read the conversation in the chat room below with your partner and answer the questions that follow. Report your answers to the class and ask your friends to give comments on your work.*

Related to the scientific approach, this task presents the step of collecting data. This task serves a reading activity that was suitable to the students' wants. It can be seen in needs analysis results shown that 46.43% of the students wanted to discuss the content and the meaning of the text as the reading activity. In this task, the students are required to read a conversation in a chat room and answer several questions related to the meaning of the conversation. Some questions are completed with the instruction to write down the words indicating students' answer. It is used to ensure the students' comprehension of the text. After finishing this task, there is an additional instruction which is to report the students' answer to the class. It is used to form a practice to share knowledge to others. Besides, it also can encourage the students' self-confidence in presenting their work in front of people. It is the same with previous task, the comic strip in this task is served as the context portrait.

Task 7 *Instruction: Read the comic strip and the e-mail below with your partner and answer the questions that follow. Report your answer to the class and ask your friends to give comments on your work.*

The activity in this task is still the same as the previous task. Related to the scientific approach, this task still presents the step of collecting data. The students are asked to read a text about expressions of asking and stating intention. However, the different point is that in this task the students are asked to read an e-mail. It is used to give the students knowledge about the context of the expression use especially in travel agent work field. Several comprehension questions are also provided. It is used to check how well the students know about the text. In this task, the comic strip role is the same as the role of comic strip in the previous task which is to give the students portrait of the expressions use in daily life.

Task 8 *Instruction: Study the explanation below.*

This task still presents the step of collecting data of scientific approach. The

explanation about the use of asking and stating expressions is presented in this task. The explanation describes the use of the expressions and gives more example of the expression. It is used to give the students more understanding about the expressions.

- Task 9 *Instruction: Read again the conversation in Task 4 and answer the following questions. Report your answers to the class and ask your friends to give comments on your work.*

This task presents the step of analyzing data of scientific approach. It requires the students to classify and identify relationships among the data that they got to find out patterns to answer the formulated questions. In this task the students are required to read again the conversation in observation task and answer several questions that they have made in questioning step or in Task 5.

- Task 10 *Instruction: Complete and copy the diagram below on a piece of paper and put it on the display board. Ask your teacher and your friends to give comments on your work.*

In this task the students are required to complete and copy the diagram. The diagram is about the function and the examples of the expressions of asking and stating intention. Therefore, the students individually are required to write the function and the examples of the expressions. After the students completing the diagram, they are asked to present their work on display board. In scientific approach this task is called communicating knowledge.

- Task 11 *Instruction: Read the comic strip and the text that Adam sent in class group on Facebook below. Then, underline the verb form used to express intention.*

This task presents the step of collecting data. However, the concern of the task is different. This task and task following concern on answering the questions in Task 4 or questioning step number five, which is about the verb form used in expressing intention. The input of this task is a conversation in the form of a comic strip as the introduction to topic and a message posted on Facebook. This task is required the students individually to read the comic strip and the email, then underline the verbs form used in expressing intention. It is used to emphasize the knowledge that should be learnt by the students. Besides, it is used to introduce the students about the use of “will” and “(be) going to” in expressing intention.

- Task 12 *Instruction: Read the explanation below and complete the sentences that follow using “will” or “(be) going to”.*

In this task the students are required to collect data about the use of “will” and “(be) going to” in expressing intention. The explanation about the

differentiation between the use “will” and the use of “(be) going to” is presented. The explanation is also completed with the examples. It is used to give the students knowledge about the use of “will” and “(be) going to”. After reading the explanation, the students are asked to fill in the blank sentences. The students have to complete the blanks with the word “will” or “(be) going to”. It is in accordance with the result of needs analysis result showing that 46.43% of the students chose finishing some grammar questions as the activity of grammar section.

- Task 13 *Instruction: In groups of four, read again the comic strip in Task 4 and answer the following question. Report your answer to the class and ask your friends to give comments on your work.*

Analyzing data have been conducted again to answer the questions in Task 4 number 5. In this task, the students in pairs are asked to read the comic strip in Task 4 and answer the question number five in Task 5 which is about the use of verb form in expressing intention.

Creating

- Task 14 *Instruction: Complete the text below with the expressions given in the box.*

This task is a semi-guided task that guides the students to use the expressions of asking and stating intention in written form. The students individually are asked to complete a blank short message with the expressions of stating intentions. This task is in accordance with the students want presented in needs analysis result. It shows that 32.14% of the students wanted completing incomplete paragraph with the appropriate sentences to be an activity in writing.

- Task 15 *Instruction: In pairs, write a short letter to your friends telling about your holiday plan and asking their holiday plan too. Don't forget to use the expressions of asking for intention and stating intention.*

In this task the students are provided with the free guided task. The students are asked to write a short letter telling about their holiday plan. They are required to use the expressions of asking and stating intention. This task is in accordance with the result of needs analysis shown that 46.43% of the students chose writing text which is the same with model texts given included the grammar and the structure related to the text as the writing activities instead of correcting the wrong sentence structure and punctuation.

Spoken Cycle

Looking at

Task 16 *Instruction: Listen to the following dialog and give a tick (✓) in the boxes for the items that you do not know and/or you want to know more.*

In this cycle, the steps of the scientific approach are restarted. It is started from looking at or observation step. The input of the tasks is a conversation in the form of oral between a travel agent officer and a customer. In the conversation there are expressions of asking and telling intention. The students, then, are asked to listen to the conversation and identify items that they do not know or they want to know more. It is used to give the students exposure for the text that they learnt.

Questioning

Task 17 *Instruction: Referring to the items that you do not know or you want to know more, make relevant questions. Examples are given to you.*

This task gives the students chance to make questions referring to the items that students do not know or the items that students want to know more. The questions, then, will be the reference of the next activities which is finding the answer. Therefore, this task is called questioning step in the scientific approach.

Finding the Answer

Task 18 *Instruction: Listen to the dialog and answer the questions below based on the dialog that you heard. Report your answer to the class and ask your friends to give comments on your work.*

The input of this task is a conversation in the form of oral conversation. The activity for this task is listening to the conversation and answering several comprehension questions. It is used to know how well the students comprehend the conversation. Some questions are completed with the instruction to write down the words indicating students' answer. It is used to ensure the students' comprehension to the text. After finishing this task, there is an additional instruction which is to report the students' answer to the class. It is used to form a practice to share knowledge to others. Besides, it also can encourage the students' self-confidence in presenting their work in front of people. The setting of the task is in groups of four.

Task 19 *Instruction: Fill in the blanks in the comic strip below based on the dialogue that you heard. Then, report your answer to the class and ask your friends to give comments on your work.*

The input of this task is a conversation in the form of spoken conversation

and the transcript in the form of a comic strip with blanks sentences. The students are required to fill in the blanks with the word that they heard in the recording. This activity is the most activity chosen by the students. It is shown from the result needs analysis that 50.00% chose completing some incomplete text by listening to the text as the activity of listening task. This activity is used to give the students practice to identify the expressions of asking and stating intention in oral form.

Task 20 *Instruction: Read the following comic strip and fill in the blanks with the suitable expressions in the box. Then, answer the questions that follow.*

In this task the students are required to fill in the blanks with the expressions of stating intentions given in the box. The input of this task is a text in the form of a comic strip. This task is used to give the students exercise about the uses of the expression of asking and stating intention in daily life. Besides, after completing the task to check the understanding of the text, several comprehension questions of the text are provided. It is used to know how well the students comprehend the text.

Task 21 *Instruction: Study the explanation below and try to pronounce the questions that follow with correct intonation.*

This task serves the explanation of intonation in asking intention which is related to pronunciation. The input of the task is the explanation itself and completed by several examples. In this task the students are asked to examine the explanation about the intention in asking someone's intention. Then, the students are asked to pronounce several questions related to the expressions of asking for intention with the correct intonation. It is used to give the students opportunity to learn how to ask someone's intention. This activity is in accordance with the result of needs analysis shown that 60.71% of the students chose practicing to pronounce every word including the stress and intonation as the pronunciation activity.

Task 22 *Instruction: In groups of four answer the questions that you have made in Task 16. Present your answer in front of the class and ask the teacher and your friends to give comment on your work*

This task presents the step of analyzing data of scientific approach. It requires the students to classify and identify relationships among the data that they got to find out patterns to answer the formulated questions. In this task the students are required to read again the conversation in observation task and answer several questions that they have made in questioning step or in Task 17.

Creating

Task 23 *Instruction: Ask five of your classmates about their holiday plan and write the expression that they use to convey their intention.*

This task provides the speaking activity. This activity is in the form of information gap activities. In this task the students are required to ask their classmates about the holiday plans. Then, jot down the expressions that their classmates use to express their intention. It is used to give the students chance to use the expressions of asking and stating intention orally.

Homework

Task 24 *Instruction: Complete the comic strip below with the suitable expression in the box.*

In this task the students are required to complete a comic strip with the blank sentences with the expressions of asking and stating intention given in the box. It is used to encourage the students understanding in using the expressions of asking and stating intention in daily life.

Evaluation

Task 25 *Instruction: Make a dialogue with your classmates and make sure you use the expressions of asking and conveying intention.*

In this task the students are asked to make a dialog with their friend using the expressions of asking and stating intention. It is used to check the students' comprehension of the expressions in the dialog that they made with the random topic.

Task 26 *Instruction: Perform a dialogue with your classmates containing expressions of asking and conveying intention that you have made before.*

The students are asked to practice the dialog that they have made before. It is used to evaluate the student speaking and also pronunciation in uttering the expression of asking for intention and stating intention.

The Description of Unit 2

A. Getting Started

Task	Description
Task 1	<i>Instruction: Draw a line to match each tourism object with the story or legend related to the place.</i>

The task gives the students background knowledge of the topic and the context that will be discussed in the main section. In this task, the students are asked to match the tourism objects with the story related to the tourism object.

Task 2 *Instruction: Repeat after the recording.*

In this task, the students are required to pronounce several words which is used frequently in this unit. The input of this task is the recording of the words the words with the phonetic transcription. It is used to enrich the students vocabulary. Besides, it is used to train the students about the words pronunciation.

B. Written Cycle

Looking at

Task 3 *Instruction: Read the text below and give a tick (✓) in the boxes for the items that you do not know and/or you want to know more.*

This task serves the observation step of scientific approach. This task is required the students to examine a model text and write items that the students do not know or want to know more. In this task the students are asked to read a narrative text in the form of a comic strip. It is used to give the students text model. Then, the students are asked to identify things that they do not know or they want to know more about the text. It helps the students to identify their comprehension of the text.

Questioning

Task 4 *Instruction: Referring to the items that you do not know or you want to know more, make relevant questions. Examples are given to you.*

This task shows the questioning step that is done after observation step. This task gives the students chance to make questions referring to the items that students do not know or the items that students want to know more. The questions, then, will be the reference of the next activities which is finding the answer.

Finding the Answers

Task 5 *Instruction: Read again the story of Pening swamp with your partner and answer the questions below. Report your answer to the class and ask the class to give comments on your work.*

The input of this task is the narrative text presented in Task 3. In this task the students are asked to read again the text and answer several comprehension

questions. The activity of this task is based on the needs analysis result. It was stated that 46.43% of the students chose discussing the content and the meaning of the text as the reading activity. In this task, the students are also asked to write several words that the students do not know. It is used to enrich the vocabulary of the students. After finishing the task, the students are required to report their answer to the class and ask the class to give comments on their work. It is used to make a practice for the students to share their knowledge.

- Task 6 *Instruction: Study the following explanation.*
In this task, the students are served with the explanation of narrative text. It is included the purpose and the organization of the text. Even, it is also completed with the example of the narrative organization. The input of this task is the explanation of the narrative text itself and a text that was presented before.
- Task 7 *Instruction: Now, in pairs, read the story below. Then, identify the orientation, complication, events, resolution, and coda. Report your answer to the class and ask the class to give comments on your work.*
The input of this task is a narrative text in the form of a comic strip. It is in accordance with the needs analysis results showing that 46.43% of the students chose reading text in the form of a comic strip as the input of reading. In this task the students, in pairs, are required to read a story and then identify the organization of the text. After that the students are asked to report their answer to the class. This task is used to give the students practice to identify the organization of a narrative text.
- Task 8 *Instruction: Answer the following questions based on the text about Roro Jonggrang above.*
In this task the students are required to answer several comprehension questions related to the text that they have read before. The comprehension questions are used to measure how well the students comprehend the content of the story. Besides, it also provides the questions about the difficult words. It is used to enrich the student's vocabulary.
- Task 9 *Instruction: Study the following explanation.*
This task gives the students explanation about the use of past tense in the narrative text. Besides, it also provides the example of the use of past tense in the narrative text. The input of this task is the explanation itself and the examples of the use of past tense .This task is used to give the comprehension to the students about the use of past tense.
- Task 10 *Instruction: In pairs, fill in the blanks with the correct forms.*

In this task the students, in pairs, are asked to fill in the blank sentences with the correct verb form. The verbs are given in the bracket at the end of each sentence. This activity is used to give the students exercise about the use past tense. This activity of this task is in accordance with the needs analysis results stating that 46.43% of the students chose finishing some grammar questions as the grammar activity.

- Task 11 *Instruction: Now, in pairs look again the story of Roro Jonggrang and find some past participle verb. After that, find its form of present participle and make your own sentences using both forms. The example is given.*

This task aims to give the students practice in identifying the use of past participle in a narrative text. Besides, it also gives the students experience in using past tense in making sentences. In this task the students are required to do in pairs.

- Task 12 *Instruction: Now, read again the story of Baru Klinting in Task 4 and answer the following questions. Report your answer to the class and ask your friends to give comments on your work.*

This task presents the step of analyzing data. After collecting data from Task 6 to Task 11, the students are required to classify and identify relationships among the data that they got to find out patterns to answer the formulated questions. In this task the students are required to read again the story of Baru Klinting in Task 4 and answer the questions that they have made in Task 5.

Creating

- Task 13 *Instruction: Fill in the blanks with the words in the box.*

This task provides semi guided task in order to guide the students in making a narrative text. The input of this task is a narrative text in the form of a comic strip with the blank sentences. The students, individually, are required to fill in the blanks with the words given in the box.

- Task 14 *Instruction: Read again the story of Nyi Roro Kidul and answer the following questions.*

This task still provides a semi guided task. It is used to assist the students in rewriting a narrative text. With the students' own word, the students are required to answer several questions about the detailed information of the text.

- Task 15 *Instruction: Now, rewrite the story of Nyi Roro Kidul with your own words.*

The students in this task are required to rewrite the Story of Nyi Roro Kidul with their own words individually. It is used to give students experience in

writing a narrative text and applying the use of past tense in making narrative text. In rewriting the story the students are given several prompter questions. The questions are used to guide the students to make a good narrative text.

Spoken Cycle

Looking at

Task 16 *Instruction: Listen to a story about Sangkuriang and give a tick (✓) in the boxes for the items that you do not know and/or you want to know more.*

In this task the students are asked to examine a narrative text in the form of spoken. Then, they are required to write items that they do not know about the text. This task serves the observation step of scientific approach. It means that the students should examine a model text and write items that the students do not know or want to know more.

Questioning

Task 16 *Instruction: Referring to the items that you do not know or you want to know more, make relevant questions. Examples are given to you.*

This task shows the questioning step in the scientific approach. This task gives the students chance to make questions referring to the items that students do not know or the items that students want to know more. The questions, then, will be the reference of the next activities which is finding the answer.

Finding the Answer

Task 17 *Instruction: In pairs, listen to the story in Task 15 once again and answer the questions below by matching to the correct answer provided in the following table.*

In this task students, in pairs, are required to listen to the recount text in Task 15 and take notes of important points of the text. After that, they are required to answer several detailed information questions. The students are required to match the questions and the answer in the box given. The comprehension questions are used to check how well the students know the content of the text.

Task 18 *Instruction: Listen to the previous recording again then arrange the following pictures into the correct order based on the story of the recording.*

In this task, the students are required to arrange the jumbled pictures by listening to a narrative text that has been heard before. This task is used to

check the students comprehension about the plot of the story. The input of this task is the recording of the text and the pictures. In this task the students should do individually.

Task 19 *Instruction: Study the following explanation.*

The explanation about the pronunciation of the consonant “g” and “h” is given. It is used to guide the student to later retell the story of narrative text. In this task the explanation of the differentiation between the pronunciation of the consonant “g” and “h” is provided as the input.

Task 20 *Instruction: Now, try to pronounce these following words. Pay attention to the rule given before.*

A follow up task of Task 19 is given in this task. In this task, the students are required to pronounce several words. In each word there is the differentiation in pronouncing the consonant “g” and “h”. This activity is used as the practice for the students in pronouncing words. This activity is a variation in pronouncing activity. Based on the needs analysis result, there are 21.43% of students who chose practicing to utter some words to be the pronunciation activity.

Task 21 *Instruction: Study the following explanation.*

In this task the students are required to examine several explanations about direct and indirect speech. The explanation is used to assist the students to later retelling the story. The input of this task is the explanation of the meaning and the example of direct and indirect speech, the changes of tense from direct speech to indirect speech, the changes of adverb of time from direct speech to indirect speech.

Task 22 *Instruction: Change these sentences into reported speech. Then, discuss your answer with your friends.*

The follow up task of Task 21 is provided here. In this task the students are asked to change several sentences of direct speech into reported speech. It is used to give the students practice to use the direct and indirect speech in retelling the story. After finishing the task, the students should discuss their answer with their friend. It is used to make a practice to the students to share the knowledge that they obtained.

Task 23 *Instruction: In groups of four answer the questions that you have made in Task 15. Then, present your answer to the class and ask the teacher and your friends to give comments on your work.*

This task presents the step of analyzing data. After collecting data from Task 17 to Task 22, the students are required to classify and identify relationships among the data that they got to find out patterns to answer the formulated

questions. In this task the students are required to listen again to the narrative in Task 5 and answer the questions that they have made in Task 6. After answering the questions, the students are required to present their answer to the class. It is the communicating step of scientific approach.

Creating

Task 24 *Instruction: Listen to the monolog about Manik Angkeran and answer the following questions.*

This task provides a semi guided task. It is used to assist the students in retelling a narrative text that they heard. With the students' own word, the students are required to answer several questions about the detailed information of the text.

Task 25 *Instruction: Act out as an escort and retell the story of Manik Angkeran with your own words. Use your answer in Task 22 to guide you to retell the story.*

With the comprehension of the text through answering questions in the previous task, in this task the students are asked to act out as an escort and retell the story of Manik Angkeran with applying all of the knowledge given in the process of collecting data. This task could be a realization of the students wants about the topic that suitable with the travel agent work field.

Homework

Task 26 *Instruction: Find a narrative text on the internet and answer these following questions.*

In this task, the students are required a narrative text on the internet and then answer several questions about detailed information. It is used to enhance the students comprehension toward the narrative text.

Evaluation

Task 27 *Instruction: Read the following narrative text and answer the questions that follow.*

This task provides the evaluation of all the topic that was given in this unit. In this task the students are asked to read a narrative text in the form of a comic strip. Then, answer several questions, the questions are about the detailed questions and the questions about direct speech and indirect speech.

The Description of Unit 3

A. Getting Started

Task	Description
Task 1	<p><i>Instruction: Answer these following questions.</i></p> <p>The task gives the students background knowledge of the topic and the context that will be discussed in the main section. In this task, the students are asked to answer several questions about their past experience. It is related to the topic which is recount text.</p>
Task 2	<p><i>Instruction: Repeat after your teacher to pronounce the following words. After that, find the Indonesian in a dictionary.</i></p> <p>In this task, the students are required to pronounce several words which are used frequently in this unit. The input of this task is words with the phonetic transcription. In this unit task, the students are asked to find the Indonesian in the dictionary. It is used to enrich the students' vocabulary. Besides, it is used to train the students about the words' pronunciation.</p>
Task 3	<p><i>Instruction: Fill in the blanks with the above words.</i></p> <p>In this task, the students are asked to fill in the blank sentence with the words given in the previous task. It is used to give the students practice about the use of the words in sentences.</p>

B. Written Cycle

Looking at

- Task 4 *Instruction: Read the comic strip below about Bella's experience and give a tick (✓) in the boxes for the items that you don't know and/or you want to know more.*
- This task serves the observation step of scientific approach. This task is required the students to examine a model text and write items that the students do not know or want to know more. In this task, the students are asked to read a recount text in the form of a comic strip. It is used to give the students a text model. Then, the students are asked to identify things that they do not know or they want to know more about the text. It helps the students to identify their comprehension of the text.

Questioning

- Task 5 *Instruction: Referring to the items that you do not know or you want to know more, make relevant questions. Examples are given to you.*
- This task shows the questioning step that should be done after observation step. This task gives the students a chance to make questions referring to the items that students do not know or the items that students want to know.

more. The questions, then, will be the reference of the next activities which is finding the answer.

Finding the Answers

Task 6 *Instruction: In pairs, read again Bella's story below with your partner and answer the questions that follow. Report your answer to the class and ask the class to give comments on your work*

The input of this task is the narrative text presented in Task 3. In this task the students are asked to read again the text and answer several comprehension questions. The activity of this task is based on the needs analysis result. It was stated that 46.43% of the students chose discussing the content and the meaning of the text as the reading activity. In this task, the students are also asked to write several words that the students do not know. It is used to enrich the vocabulary of the students. After finishing the task, the students are required to report their answer to the class and ask the class to give comments on their work. It is used to make a practice for the students to share their knowledge.

Task 7 *Instruction: In pairs, read again Bella's story below with your partner and answer the questions that follow. Report your answer to the class and ask the class to give comments on your work.*

The input of this task is a recount text in the form of a comic strip. It is in accordance with the needs analysis results showing that 46.43% of the students chose reading text in the form of a comic strip as the input of reading. In this task the students, in pairs, are required to read a story and then answering several comprehension questions. Besides, it also provides the questions of difficult word. It is in accordance with the needs analysis results stating that 53.57% of the students chose finding some words in a text then finding out the meaning in a dictionary as the vocabulary activity. After that the students are asked to report their answer to the class. It is used to encourage the students' self-confidence in presenting their work.

Task 8 *Instruction: Study the following explanation.*

In this task, the students are served with the explanation of recount text. It is included the purpose and the organization of the text. Even, it is also completed with the example of the narrative organization. The input of this task is that the explanation of the narrative text itself and a text that was presented before.

Task 9 *Instruction: In pairs, read the comic strip below. Then, identify the orientation, events, and reorientation of Adam's story. Report your answer to the class and ask the class to give comments on your work.*

The input of this task is a narrative text in the form of a comic strip. It is in accordance with the needs analysis results showing that 46.43% of the students chose reading text in the form of a comic strip as the input of reading. In this task the students, in pairs, are required to read a story and then identify the organization of the text. After that the students are asked to report their answer to the class. This task is used to give the students practice to identify the organization of a recount text.

Task 10 *Instruction: Study the following explanation.*

This task gives the students explanation about the use of past tense in the recount text. Besides, it also provides the example of the use of past tense in the recount text. The input of this task is the explanation itself and the examples of the use of past tense. This task is used to give the comprehension to the students about the use of past tense.

Task 11 *Instruction: Now, in pairs look again Adam's story and find some words indicating the use of past participle and find its form of present participle.*

This task aims to give the students practice in identifying the use of past participle in a recount text. Besides, it also gives the students knowledge about the present participle of the words. In this task the students are required to do in pairs.

Task 12 *Instruction: In pairs, complete the sentences by changing the verb in the bracket into correct form.*

This activity is required the students to fill in the blank sentences with the correct form of the word provided at the end of each sentence. It aims to give the students practice to apply the use of past tense in sentences.

Task 13 *Instruction: In groups of four, fill in the diagram below to answer the questions in Task 6. Present your answers to the class.*

In the scientific approach, this task presents the step of analyzing data and communicating the knowledge. After collecting data from Task 6 to Task 12, the students are required to classify and identify relationships among the data that they got to find out patterns to answer the formulated questions. In this task the students are required to fill a diagram. To complete the diagram, they should write down the purpose of recount text, parts of recount text, and the verb form used in recount text.

Creating

Task 14 *Instruction: The pictures below tell about Nisa's experience when she did the wall climbing in her last trip. In pairs, arrange the pictures and make a*

sentence for each picture.

In this task the students are asked to arrange jumbled pictures. After that, the students are required to make sentence for each picture. This task is done in pairs. Therefore, the students can discuss with their partner. This task aims to guide the students to make a recount text.

- Task 15 *Instruction: Now, arrange the sentences that you have made into a good recount text in the space given. Then, present your work to the class and ask your friend to give comments on your work.*

In this task, the students are required to do the task individually. The students are asked to arrange the sentences that they made before into good recount text. After that, they are asked to present their work to the class. It aims to encourage the students self-confident to present their work.

Spoken Cycle

Looking at

- Task 16 *Instruction: Listen to the conversation between Boris and his mother. Then, give a tick (✓) in the boxes for the items that you don't know and/or you want to know more.*

In this task the students are asked to examine a recount text in the form of spoken text. Then, they are required to write items that they do not know about the text. This task serves the observation step of scientific approach. It means that the students should examine a model text and write items that the students do not know or want to know more.

Questioning

- Task 17 *Instruction: Referring to the items that you don't know or you want to know more, make relevant questions. Examples are given to you.*

This task shows the questioning step in the scientific approach. This task gives the students chance to make questions referring to the items that students do not know or the items that students want to know more. The questions, then, will be the reference of the next activities which is finding the answer.

Finding the Answer

- Task 18 *Instruction: In pairs, listen to the dialog in Task 16 once again and answer the questions below based on the dialog that you heard. Report your answer to the class and ask your friends to give comments on your work.*

In this task students, in pairs, are required to listen to the recount text in Task 15 and take notes of important points of the text. After that, they are

required to answer several detailed information questions. The comprehension questions are used to check how well the students know the content of the text.

- Task 19 *Instruction: Study the explanation below and repeat after your teacher.*
The explanation about the stress of several words dominantly used in this unit. In this task, the students are required to study several words with the phonetic transcription. It aims to give the students practice to pronounce with paying attention to the stress. It provides the explanation about differentiation of the words with the stress in first and second syllable.
- Task 20 *Instruction: Try to find the phonetic transcription of these words and pronounce them. Pay attention to the stress.*
A follow up task of Task 19 is given in this task. In this task, the students are required to pronounce several words with paying attention to the stress. It is in accordance with the results of needs analysis stating that 60.71% of the students chose practicing to pronounce every word including the stress and intonation.
- Task 21 *Instruction: Study the following explanation.*
In this task the students are provided with the explanation about pronoun. It aims to help the students to tell their past experience later. It gives the students explanation about pronouns and the example of the use of pronoun in the sentences.
- Task 22 *Instruction: Listen to the conversation and answer the questions below. Report your answer to the class and ask your friends to give comments.*
In this task the students are required to listen to the conversation and answer several comprehension questions. It is used to check the students' comprehension toward the recount text in the form of spoken text. Besides, the task also gives the students practice of the use of pronoun.
- Task 23 *Instruction: In groups of four answer the questions that you have made in Task 17.*
This task presents the step of analyzing data. After collecting data from Task 18 to Task 22, the students are required to classify and identify relationships among the data that they got to find out patterns to answer the formulated questions. In this task the students are required to answer the questions that they have made in Task 17.
- Task 24 *Instruction: Present your answer in front of the class and ask the teacher and your friends to give comments about your work.*
After answering the questions, the students are required to present their

answer to the class. It is the communicating step of scientific approach.

Creating

Task 25 *Instruction: In front of the class, tell your friends your embarrassing experience. Consider the following suggestion.*

This task aims to give the students chance to tell their experience. They are guided by several questions to produce the text.

Homework

Task 26 *Instruction: Find a text about someone's experience and identify the generic structure of the text. Then, underline the time conjunction and the words indicating the use of past tense.*

This task is required the students to find a recount text and identify the generic structure of the text, the use of pronoun, and the use of past tense. This task aims to give the students opportunity to do self-learning.

Evaluation

Task 27 *Instruction: Read the recount text below and answer some questions that follow.*

This task provides the evaluation of all the topic that was given in this unit. In this task the students are asked to read a recount text. Then, answer several questions. The questions are about the detailed questions and the questions about direct speech and indirect speech.

APPENDIX F
THE FIRST DRAFT
OF THE MATERIALS

UNIT 1

LET'S PLAN AN ADVENTUROUS TRIP

As a travel agent, you should know the clients' intention in making a travel. It is used to know what your clients want. Then, you will be able to arrange their travel well and make your customer satisfied. However, do you know what the expressions are usually used to express intention?



Getting Started

Task 1

Answer the following questions.

1. Have you planned something for the weekend?
2. What is it?
3. Where will you go?
4. With whom will you go there?

Task 2

Pronounce the following words.

NO	English	Phonetic Transcription
1	adventure	/əd'ventʃə r /
2	challenging	/tʃælɪndʒɪŋ /
3	intention	/ɪn'ten.ʃ ə n/
4	plan	/plæn/
5	spend	/spend/
6	tour	/tuər/

Task 3

Draw a line to match the words with the Indonesian.

adventure

challenging

intention

plan

spend

tour

menghabiskan

bermaksud

petualangan

perjalanan

menantang

rencana



Written Cycle

Looking At

Task 4

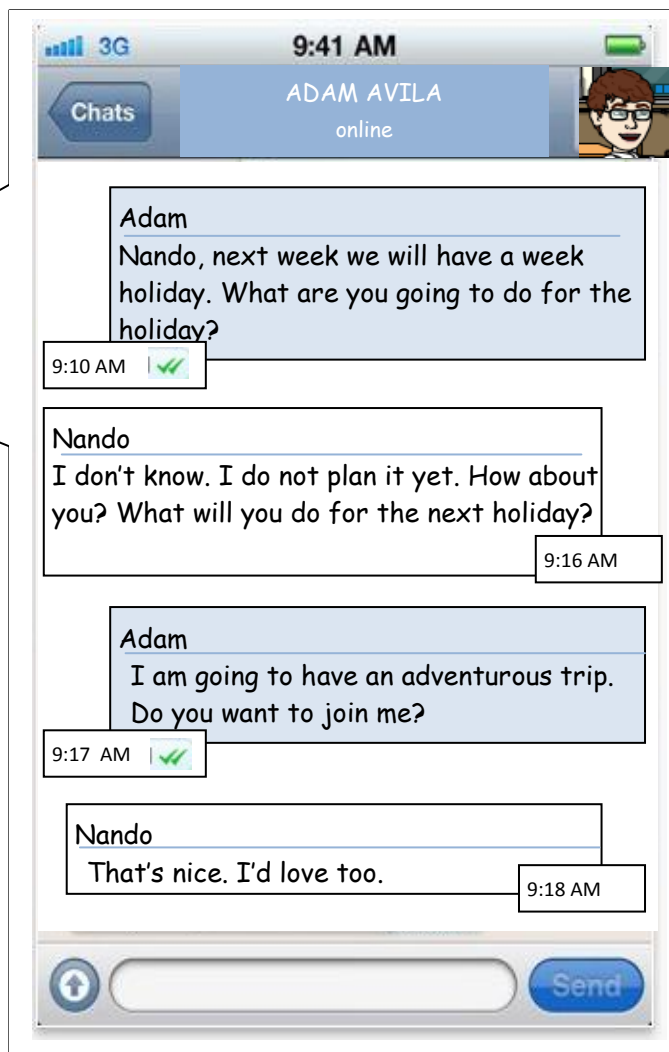
Read the conversation in the chat room below and give a tick (✓) in the boxes for the items that you do not know and/or you want to know more.



At Adam's bedroom



At Nando's house



<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

1. The meaning of the expressions “What are you going to do for the holiday?” and “What will you do for the next holiday?”
2. The meaning of the expression “I am going to have adventurous trip.”
3. The writer’s reason in writing “What are you going to do for the holiday?” and “What will you do for the next holiday?”
4. The writer’s reason in writing “I am going to have adventurous trip.”
5. The verb form used in expressing “I am going to have adventurous trip.”

Write more things you do not know and/or you want to know further below.

1. _____
2. _____
3. _____

Questioning

Task 5

Referring to the items that you do not know or you want to know more above, make relevant questions. Examples are given to you.

1. What is the meaning of the expressions “What are you going to do for the holiday?” and “What will you do for the next holiday?”?
2. What is the meaning of the expression “I am going to have an adventurous trip.”?
3. Why does the writer write “What are you going to do for the holiday?” and “What will you do for the next holiday?”
4. Why does the writer’s write “I am going to have adventurous trip.”
5. What is the verb form used in expressing “I am going to have adventurous trip.”
6. _____
7. _____
8. _____



FUN CORNER: Funny Questions posed to Travel Agents

Sometimes, as a travel agent you will get some unexpected questions from your clients. And they may be funny. Here are some funny questions that often asked by clients:

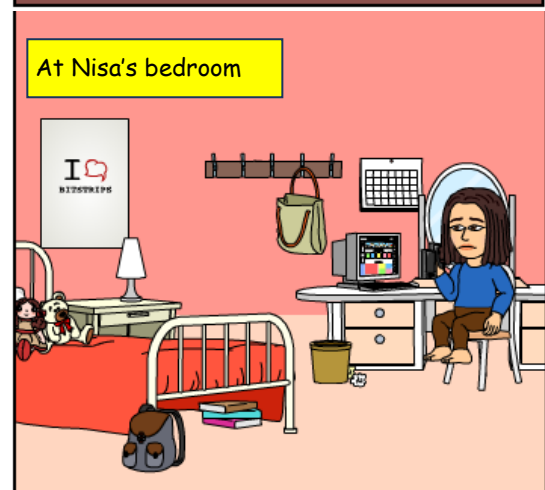
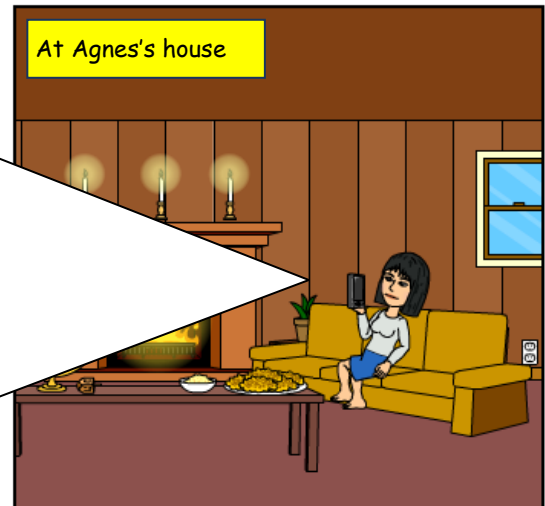
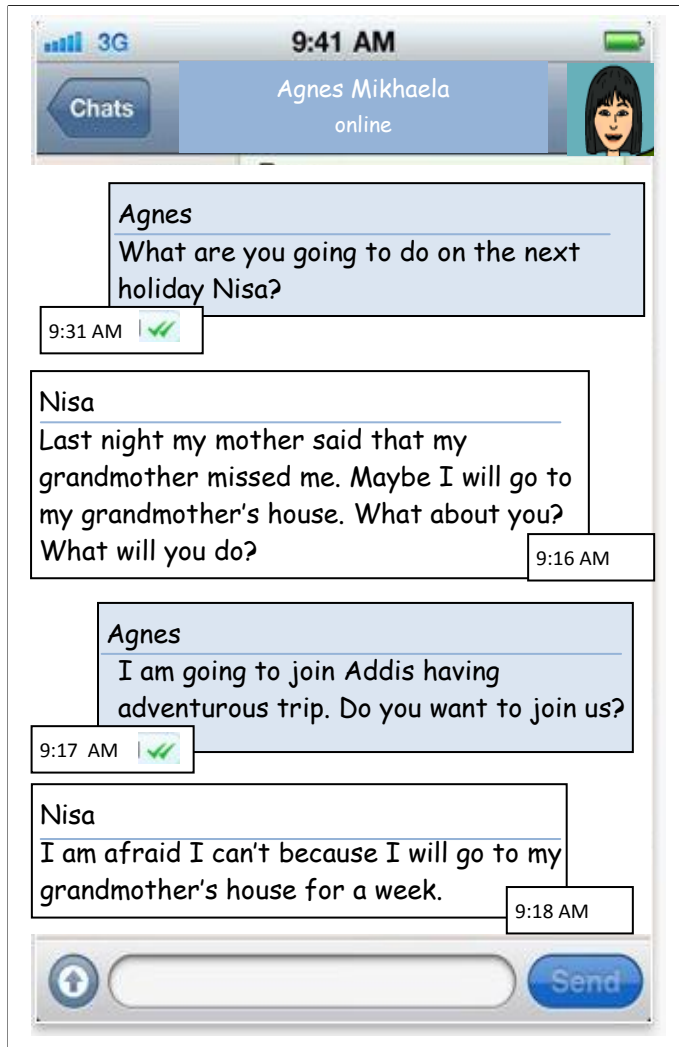
1. What language do they speak in Spain?
2. Do I have to use my real name to buy the ticket?
3. Is it safe to drink the bath water in Mexico?
4. Do I have to bring my own bedding?
5. Are there sharks in that ocean?

Source: <http://www.tripcentral.ca/blog/33-funny-questions-posed-to-travel-agents/>

Finding the Answer

Task 6

Read the conversation in the chat room below with your partner and answer the questions that follow. Report your answers to the class and ask your friends to give comments on your work.

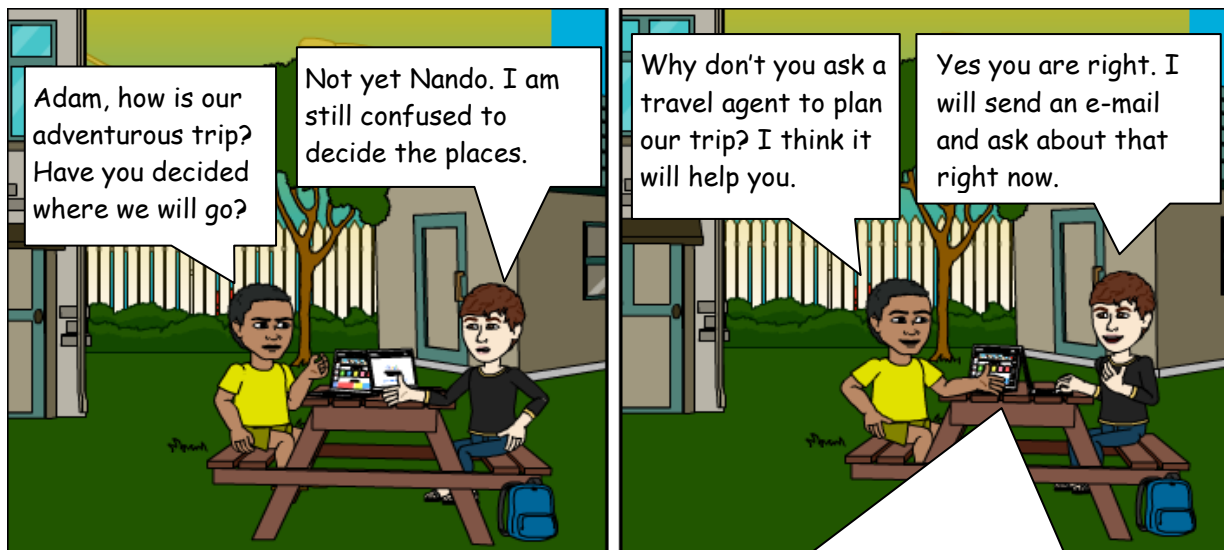


Questions

1. What is the topic of the chat above?
2. a. What is the meaning of the expression "What are you going to do..." in the text above?
b. In your opinion, why does the writer write that expression?
3. a. Where will Nisa go on her next holiday?
b. Which expression indicates your answer?
4. a. What is the meaning of the expression "What will you do..." in the text above?
b. In your opinion, why does the writer write that expression?
5. a. Will Nisa join the adventurous trip with Agnes?
b. Write sentence that indicates your answer.

Task 7

Read the comic strip and the e-mail below with your partner and answer the questions that follow. Report your answer to the class and ask your friends to give comments on your work.



Send	Save as Draft	Cancel
------	---------------	--------

To	diamondtravelagent@yahoo.com	+
Cc		
Bcc		
Subject	Taking a tour	Attach Files

From
Adam
SMK N 6 Yogyakarta

To
The Manager
Diamond Travel Agent
Yogyakarta

Dear Sir,

I am planning to have a tour with my classmates. I intend to have adventurous tour. However, we only have three-day holidays. So, we are going to go to the nearest place to have the trip. I would like you to send me details of the itinerary and total charges including the transportation, hotel reservations, and meals. I think I also need an escort too.

I look forward to hearing from you soon.

Yours faithfully,

Adam

Questions

1. What is the topic of the e-mail sent by Adam?
2. a. What is the meaning of expression “I am planning to.....” in the text above?
b. What do you think of the function of that expression?

3. a. What kind of tour that Addis plans to have?
b. Which expression indicates your answer?

4. a. What is the meaning of the expression “I intend to.....” in the text above?
b. What do you think of the function of that expression?

5. Why does Adam want a near place for his tour?

Task 8

Study the explanation below.

Asking Someone's Intention and Expressing Intention

a. Asking Someone's Intention

From Task 4 to task 6 you found several expressions such as:

- “What are you going to do for the holiday?” (Task 4)
- “What will you do for the next holiday?” (Task 4)
- “What are you going to do on the next holiday” .(Task 6)
- “What will you do?”(Task 6)

Those expressions are used to ask someone's intention or plan. Here are other examples of the expression of asking someone's intention:

- What are you doing tonight/tomorrow/on Saturday?
- What'll you be doing tonight/tomorrow?

b. Expressing Intention

From Task 4 to task 7 you found several expressions such as:

- I am going to have an adventurous trip. (Task 4)
- I am planning to have a tour with my classmates. (Task 7)
- I intend to have an adventurous tour.(Task 7)

Those expressions are used to state your intention or plan. Here are other examples of the expression of stating intention:

- I plan to
- I intend to
- I would like to

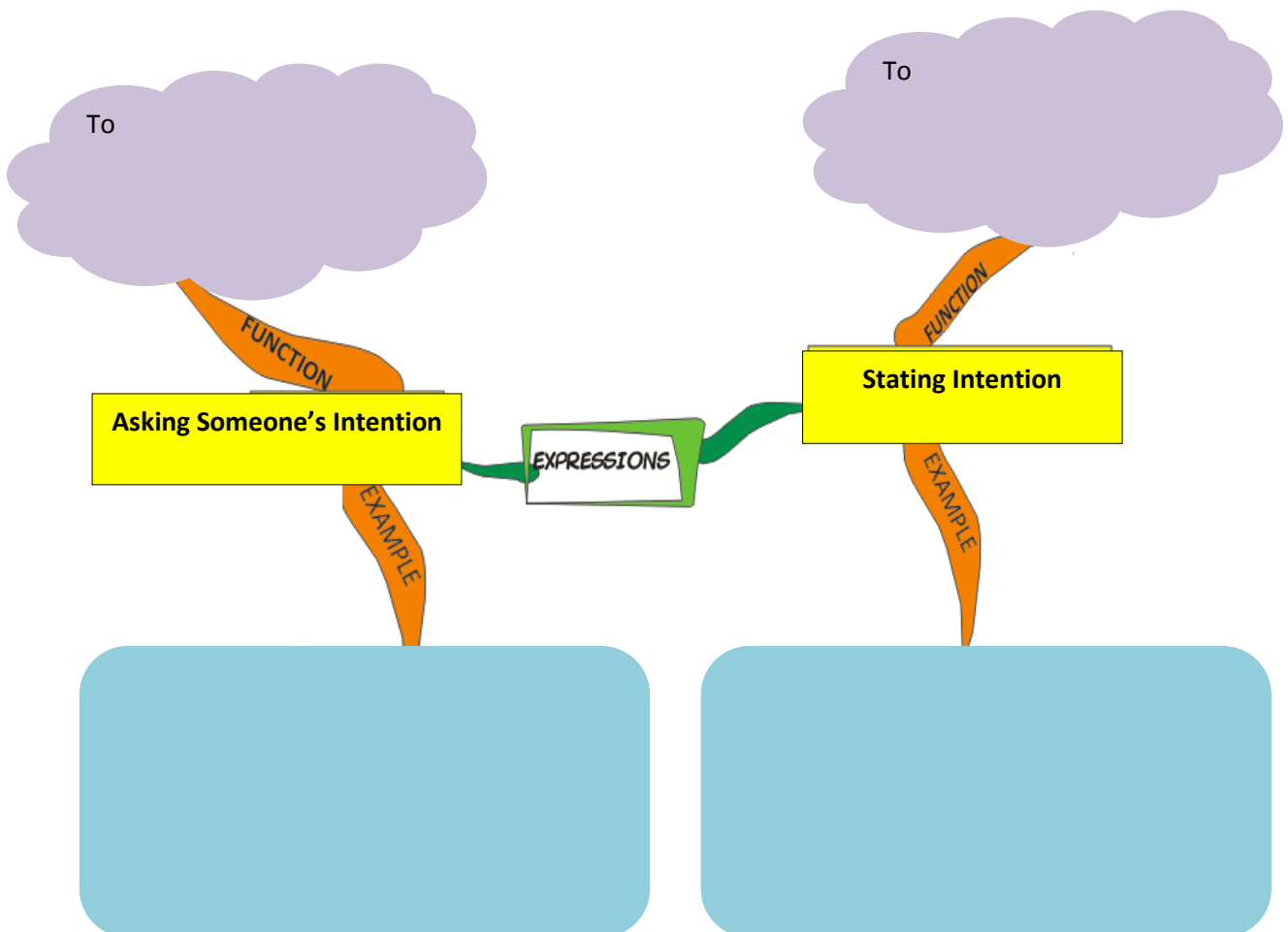
Task 9

Read again the conversation in Task 4 and answer the following questions. Report your answers to the class and ask your friends to give comments on your work.

1. What is the meaning of the expressions “What are you going to do for the holiday?” and “What will you do for the next holiday?”?
2. What is the meaning of the expression “I am going to have an adventurous trip.”?
3. Why does the writer’s write “What are you going to do for the holiday?” and “What will you do for the next holiday?”
4. Why does the writer’s write “I am going to have adventurous trip.”
5. _____
6. _____
7. _____

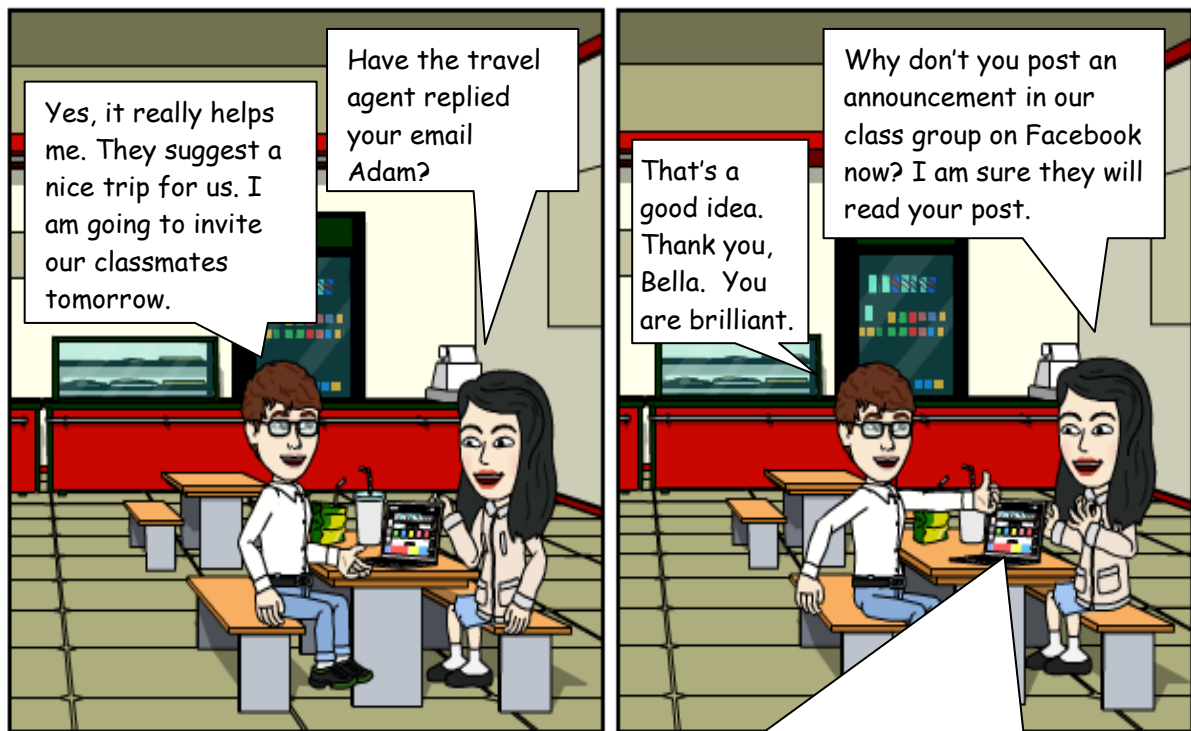
Task 10

Complete and copy the diagram below on a piece of paper and put it on the display board. Ask your teacher and your friends to give comments on your work.



Task 11

Read the comic strip and the text that Adam sent in class group on Facebook below. Then, underline the verbs form used to express intention.



Write Post



Add Photo/Video



Ask Question



Add File

Dear my friends in X UPW class,

Rizal and I intend to have an adventurous trip on our next holiday. As the travel agent suggested, we decide to have an adventurous trip to Magelang. There, we will play some high rope games and rafting. After that, we will go to Ambarawa to see the beauty of Pening swamp. We will also visit a historical place in Yogyakarta. So, for you who are planning to join us please confirm it. I will wait the confirmation until tomorrow evening. Don't forget to ask your parents' permission first.



X UPW

Post

FUN CORNER: Quotes

“Just to travel is rather boring, but to travel with a purpose is educational and exciting.” – Sargent Shriver -

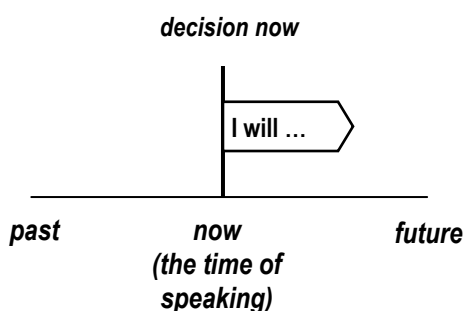
Task 12

Read the explanation below and complete the sentences that follow using “will” or “(be) going to”.

The use of “I will and (be) going to”

a. Will (‘ll)

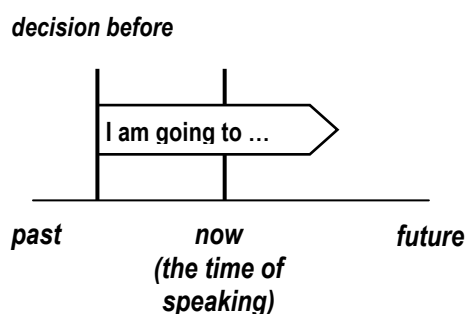
“will” is used when we decide to do something at the time of speaking. We have not decided before.



e.g. I **will** send an e-mail and ask the travel agent about the itinerary right now.

b. (be) going to

“(be) going to” is used when we have already decided to do something before the time of speaking.



e.g. I think I cannot join the trip because I **am going to** my grandmother’s house tomorrow.

- Lisa saved her money because she _____ go to Bali with her classmates.
- The information of our departure is not clear. I _____ call the travel agent now.
- That bag is too heavy for you to carry alone. I _____ help you.
- I got thirsty. I _____ buy some water in that shop.
- I think he cannot go to Jakarta for next holiday with us. He _____ go to his aunt’s house at Surabaya

Task 13

In pairs, read again the comic strip in Task 4 and answer the following question. Report your answer to the class and ask your friends to give comments on your work.

- What is the verb form used in expressing ““I am going to have adventurous trip.””

.....

.....

Creating

Task 14

Complete the text below with the expressions given in the box.

Messaging 07.18

130 (1)

To : Adam

Adam, actually I _____ to join you with our classmates having adventurous trip but my mother told me that she _____ visit my grandmother and asked me to go with her. However, I am planning to ask my mother to change the day for visiting my grandmother. So, I _____ tell you if my mother agrees and allows me to join the trip.

- Nisa -

will

intend

(be) going to

Task 15

In pairs, write a short letter to your friends telling about your holiday planning and asking their holiday plan too. Do not forget to use the expressions of asking for intention and stating intention.

.....

.....

.....

.....

.....

.....

.....

.....

.....

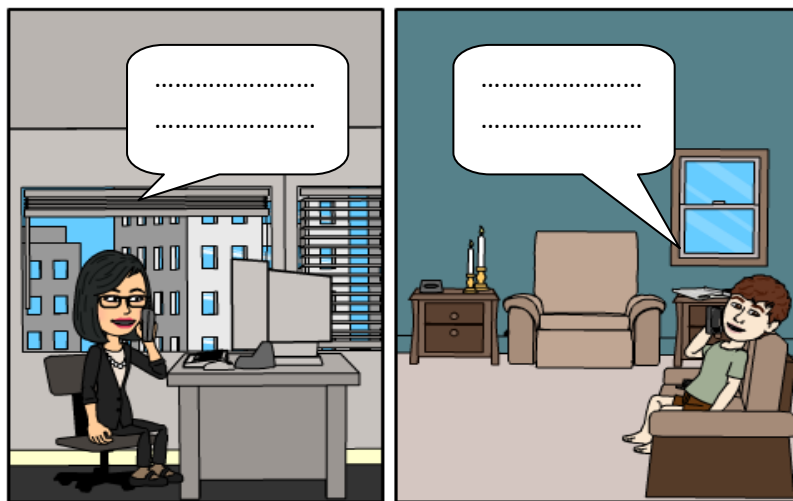


Spoken Cycle

Looking at

Task 16

Listen to the following dialog and give a tick (✓) in the boxes for the items that you do not know and/or you want to know more.

☐

1. The meaning of the expression “We intend to ride mini bus.” and “I will need an escort for this trip.”

☐

2. When to say the expressions, “We intend to ride mini bus.” and “I will need a guide for this trip.”

☐

3. When to say the expressions “what will you ride?” and “will you need a guide?”

☐

4. The intonation of the expressions “What will you ride?” and “Will you need a guide?”

Write more things you do not know and/or you want to know further below.

1. _____
2. _____
3. _____

Questioning

Task 17

Referring to the items that you do not know or you want to know more, make relevant questions. Examples are given to you.

1. What is the meaning of the expression, “We intend to ride mini bus.” and “I will need a guide for this trip.”?
2. When do we say the expressions, “We intend to ride mini bus.” and “I will need a guide for this trip.”?
3. When do we say the expressions “what will you ride?” and “will you need a guide?”?
4. How do we pronounce the expressions “what will you ride?” and “will you need a guide?”?
5. _____
6. _____
7. _____

Finding the Answer

Task 18

In groups of four, listen to the dialog and answer the questions below based on the dialog that you heard. Report your answer to the class and ask your friends to give comments on your work.

1. What is the topic of the dialog that you heard?
2. Where does the conversation probably take place?
3. a. Does Hana ask Adam about who will become his group members?
b. Which expression indicates your answer?
c. What is the meaning of the expression that Hana uses?
4. a. Who will be chosen by Addis to be in his group?
b. Write down the expression that Addis uses to express it.
c. What is the meaning of the expression that Addis uses?
5. a. Who will be chosen by Alex to be in his group?
b. Which statement indicates your answer?
c. What is the meaning of the statement?

Task 19

Fill in the blanks in the comic strip below based on the dialogue that you heard. Then, report your answer to the class and ask your friends to give comments on your work.

The Flyer Parking

Welcome to The Flyer everybody! Are you ready to have an adventure?

yes!

Well, now, I want to check what games that both teams want to play. For the first team, 1. _____?

2. _____
play flying frog first.

It is not flying frog, Rizal. It's Flying Fox

Haha haha

No, Adam said Flying Fox but you said flying frog. So, Hana we 3. _____ play Flying Fox, Climbing Wall, Monkey Bridge, and Giant Noodle.

I am sorry. I heard that Adam said flying frog.

Good! What about the second team? 4. _____?

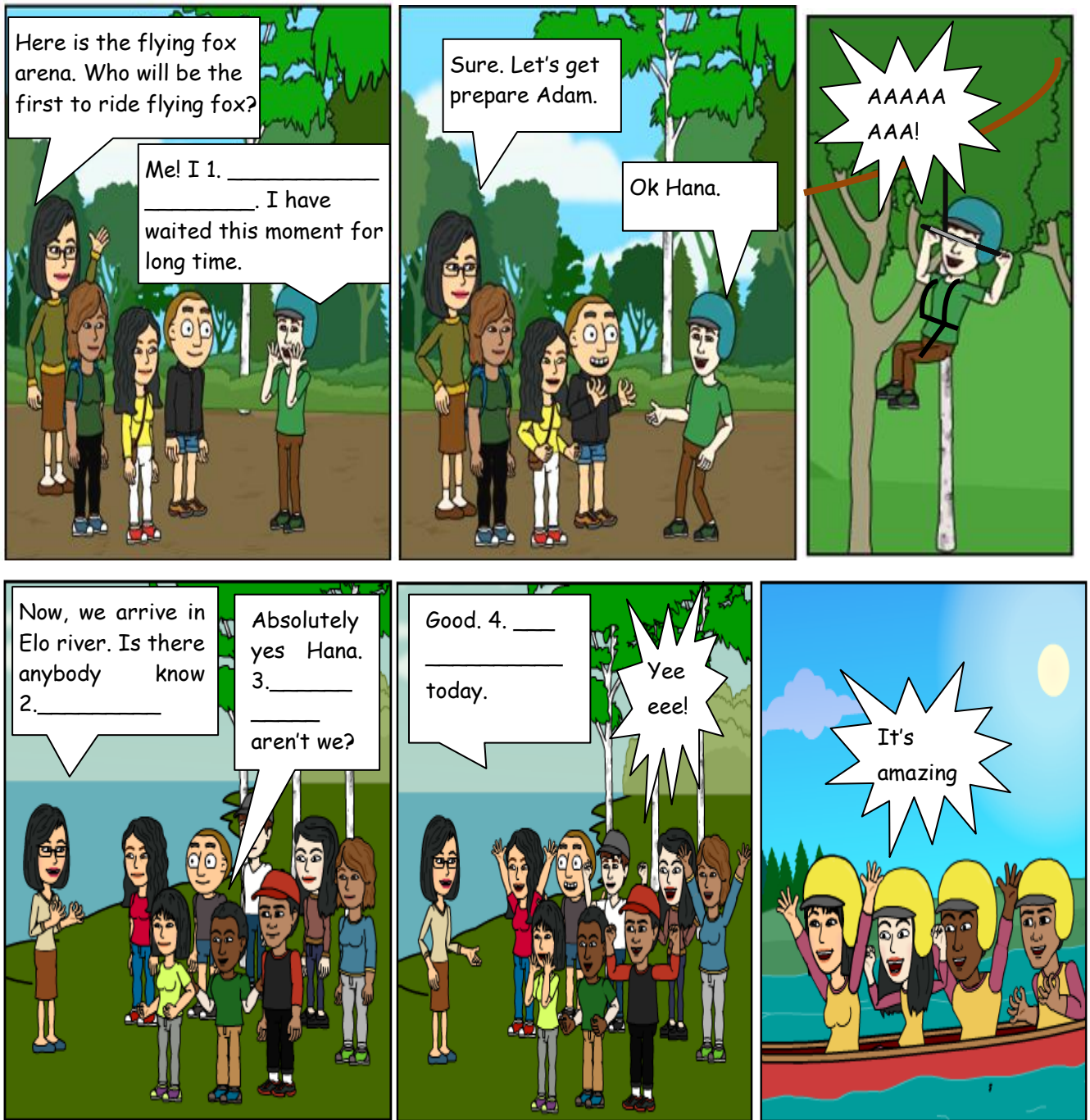
No, 5. _____
play Sky Swing, Sky Drop, Swinging Logs and Log Climb.

Nice! Because both teams have decided, let's be adventurer guys! Have fun!

Yeee

Task 20

Read the following comic strip and fill in the blanks with the suitable expressions in the box. Then, answer the questions that follow.



We will have fun.

What will we do today?

I want to be first.

We are going to raft.

Questions

1. Who will be the first in riding Flying Fox?

2. What is the meaning of the expression “What will we do today?”

3. When do we say “What will we today?”?

4. What is the meaning of the expression “We are going to raft.”?

5. When do we say “We are going to raft.”?

6. What are they doing in Elo river?

Task 21

Study the explanation below and try to pronounce the questions that follow with correct intonation.

Intonation in Questioning

In questioning, intonation is divided into rising and falling intonation.

A. Rising Intonation

Rising intonation is used for the yes/no questions)

Example:

1. Does Alex join the tour?
2. Will you also play flying fox?

B. Falling Intonation

Falling intonation is used for the information questions (WH questions).

Example:

1. Where will you go for the next holiday?
2. What are you going to do after school?

1. Will you go away on the weekend?
2. What will you do at Lombok?
3. Do you intend to go away on Sunday morning?
4. Are you going to go to Dita's house tomorrow?
5. What are you going to do in the next holiday?

Task 22

In groups of four answer the questions that you have made in Task 16. Present your answer in front of the class and ask the teacher and your friends to give comment on your work.

1. What is the meaning of the expression, "We intend to ride mini bus." and "I will need a guide for this trip."?
2. When do we say the expressions "We intend to ride mini bus." and "I will need a guide for this trip."?
3. When do we say the expressions "what will you ride?" and "will you need a guide?"?
4. How we pronounce the expressions "what will you ride?" and "will you need a guide?"?
5. _____
6. _____
7. _____

Creating

Task 23

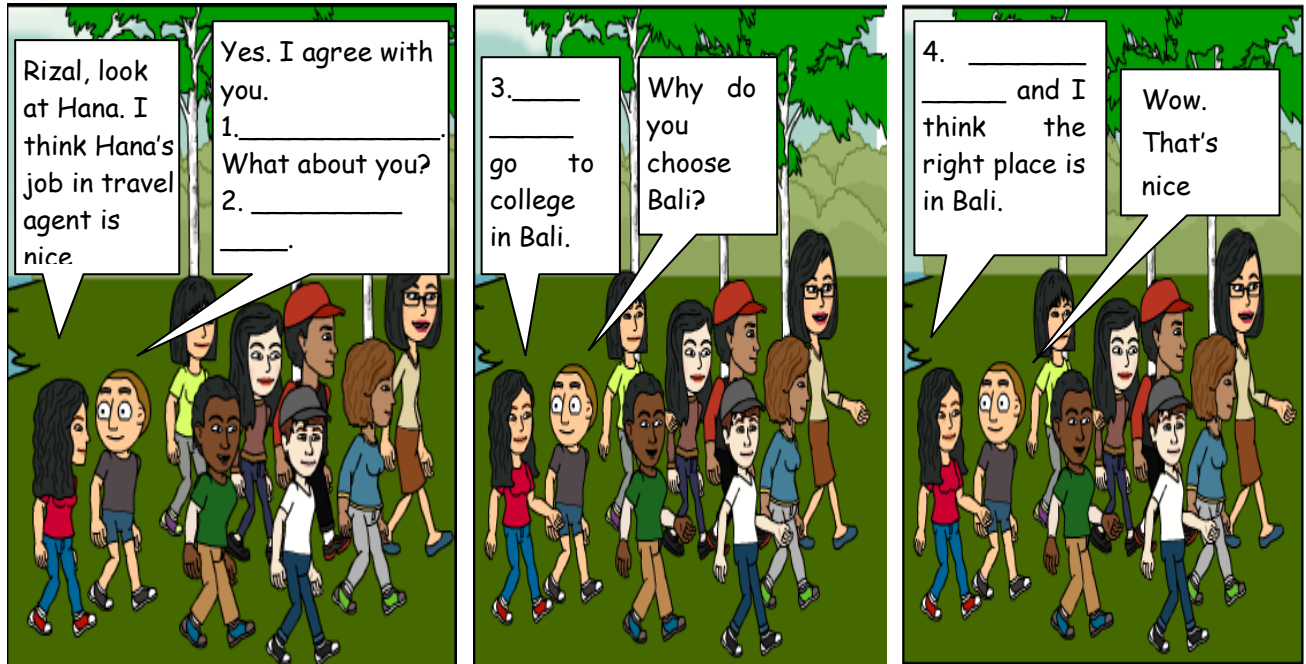
Ask five of your classmates about their holiday plan and write the expression that they use to convey their intention.

No	Name	Expression
1		
2		
3		
4		
5		

Homework

Task 24

Complete the comic strip below with the suitable expression in the box.



I am planning to

I even intend to have a travel agent

I intend to take tourism mayor

What will you do after graduate?

Evaluation

Task 25

Make a dialogue with your classmates and make sure you use the expressions of asking and conveying intention.

Task 26

Perform a dialogue with your classmates containing expressions of asking and conveying intention that you have made before.

Reflection

How much do you learn from this unit? Put a tick in the right box according to how much you have learnt.

Aspects	Very Much	Much	Little
Asking for intention			
Stating Intention			
The use of “will” and “(be) going to”			
Intonation of Questioning			
Vocabulary			

Summary

In this unit you learn:

1. How to ask someone’s intention, for example:

- What are you doing
- What’ll you be doing
- What will you do
- What are you going to do
- What do you plan/intend to do

2. How to express intention, for example:

- I intend to ...
- I am planning to ...
- I’m going to ...
- I would like to ...
- It is my intention to ...
- I have every intention of ...

3. The use of “will” and (be) going to”

a. Will (‘ll)

“will” is used when we decide to do something at the time of speaking. We have not decided before.

e.g. I **will** send an e-mail and ask the travel agent about the itinerary right now.

b. (be) going to

“(be) going to” is used when we have **already decided** to do something before the time of speaking.

e.g. I think I cannot join the trip because I **am going to** my grandmother’s house tomorrow.

4. Intonation in questioning

Rising intonation is used for the yes/no questions.

Falling intonation is used for the information questions (WH questions).

Vocabulary List

adventure	/əd'ventʃə r /	(kb.) petualangan
announcement	/ə'naʊnsmənt/	(kb.) pengumuman
challenging	/'tʃælɪndʒɪŋ /	(kkt.) menantang
charges	/tʃɑ:rdʒ/	(kb.) biaya
departure	/dɪ'pɑ:rtʃə /	(kb.) keberangkatan
escort	/'es.kɔ:rt/	(kb.) pengantar
intention	/ɪn'ten.ʃ ə n/	(kb.) bermaksud
itinerary	/aɪ'tɪn ə rə r.i/	(kb.) rencana perjalanan
plan	/plæn/	(kb.) rencana, (kkt.) merencanakan
reservation	/rez.ə'veɪʃə n/	(kb.) 1pesanan tempat.
send	/send/	(kkt.) mengirim
spend	/spend/	(kkt.) mengeluarkan
tour	/tuər/	(kb.) tamasya

UNIT 2

STORIES BEHIND WONDERFUL PLACES

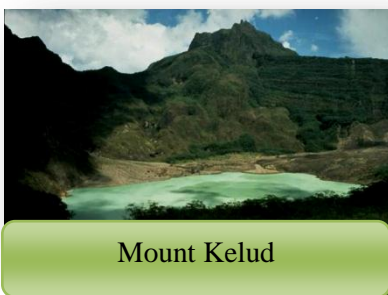
In guiding your clients to go to tourism objects, you should know the story about the places. It is used to give additional information to your clients and entertain them with the story that you tell. Do you know the stories about the tourism objects in Indonesia? Do you know how to tell the stories?



Getting Started

Task 1

Draw a line to match each tourism object with the story or legend related to the place.



Sangkuriang

Nyi Roro Kidul

Baru Klinting

The Betrayal of Lembu Suro

Roro Jonggrang

Source of pictures : <http://www.google.com/images>

Task 2

Repeat after the recording.

English	Phonetic Transcription
swamp	/swɒmp/
temple	/ˈtem.pl/
mountain	/ˈmaʊn.tən/
strait	/streɪt/
volcano	/vɑ:lˈkeɪ.nou/



Written Cycle

Looking at

Task 3

Read the text below and give a tick (✓) in the boxes for the items that you do not know and/or you want to know more.



Good morning guys. Here we are at Pening swamp. While we are enjoying the beautiful view here, let's read the folklore of Pening swamp in the brochures that I gave to you before.

The Legend of Pening Swamp "Baru Klinting"

Once upon a time in old Java, there was a beautiful village. The village was very quiet. However, in the forest near the village there was a supernatural dragon who was meditating. One day, people of the village wanted more meat for dinner because of their successful harvest. One of the people found the supernatural dragon and killed it.



Then, the dragon was reincarnated becoming a poor boy, called Baru Klinting. He intended to join a party.



After that, he backed to the forest. On the way he met an old widow who was very kind to him. She gave a lot of delicious food to Baru Klinting.

Then, he backed to the party and challenged the people to pull a long wood stick stuck on the ground.



One by one the people tried to pull the stick but no one could do it except Baru Klinting. Amazingly, water poured from the ground after Baru Klinting pulled out the stick.



The water immediately flooded the village. Finally the whole village sank under water. They were all drowned and died in the lake.

There was only one survivor, the poor old widow. She had prepared the boat so she could survive. Since then, the lake is called Rawa Pening. *Rawa* in Indonesian means lake and "pening" is derived from the word "bening" means clean.



Adopted from:
<http://www.belajaringgris.net/legenda-rawa-pening-bahasa-inggris-the-emergence-of-lake-rawa-pening-1980.html>

Picture source:
www.youtube.com

- ☐ 1. The detailed information of the story
- ☐ 2. The purpose of the story
- ☐ 3. The organization of the story
- ☐ 4. The verbs form used to tell the story

Write more things you do not know and/or you want to know further below.

1. _____.
2. _____.
3. _____.

Questioning

Task 4

Referring to the items that you do not know or you want to know more, make relevant questions. Examples are given to you.

1. What information do you get from the story?
2. What is the purpose of the story?
3. How is the story organized?
4. What is the dominant verb form used to tell the story?
5. _____
6. _____
7. _____

Finding the Answer

Task 5

Read again the story of Pening swamp with your partner and answer the questions below. Report your answer to the class and ask the class to give comments on your work.

Questions

1. Who is Baru Klinting?

2. What did the people do to Baru Klinting in the party?

3. Who was kind to Baru Klinting?

4. What happened when Baru Klinting pulled out the stick?

5. How did the woman save from the flood?

6. What is the characteristic of the people of the village?

7. What message do you get from the story above?

8. Write difficult words in the story and look for the Indonesian in the dictionary.

- a. _____ → _____
- b. _____ → _____
- c. _____ → _____
- d. _____ → _____
- e. _____ → _____

Task 6

Study the following explanation.

Narrative Text

The text about Pening swamp that you read before is an example of narrative text. However, why it can be included in narrative text? and what is narrative text? To know more about narrative text, study this explanation.

A narrative text is text that tells a story. Its purpose is to entertain or to amuse the readers. A narrative text is organized to include:

- * an **orientation**. It tells the audience about *WHO* is in the story, *WHEN* the story is taking place and *WHERE* the action is happening
- * a **complication** that starts a series of events. It influences what will happen in the story
- * a **sequence of events** where the characters respond to the complication
- * a **resolution** in which the characters solve the problem created in the complication
- * a **coda** that provides a comment or moral based on what has been learned from the story (an optional step).

Language features used in narrative text are:

- * The use of time conjunction (the examples of time conjunction are printed bold in the text below)
- * The use of simple past tense (the examples of verbs using past tense form in the text below are underlined)

To know more about the arrangement of a narrative text, study the explanation below.

The Legend of Pening Swamp “Baru Klinting”

Once upon a time in old Java, there was a beautiful village. The village was very quiet. However, in the forest near the village there was a supernatural dragon who were meditating.

orientation

One day, people of the village wanted more meat for dinner because of their successful harvest.

“Look! I found a big green dragon here. Help me to cut this into pieces,” said one of the people.

“Sure!” answered the other people.

Then, the dragon was reincarnated becoming a poor boy, called Baru Klinting. He intended to join the party.

complication

“No! You cannot join the party. This is just for the people of this village. Go away!” shouted one of the people.

“But I am starving. Give me a bite please,” Baru Klinting begged.

After that, he backed to the forest. On the way, he met an old widow who was very kind to him. She gave a lot of delicious food to Baru Klinting.

“Here I give you my boat because of your kindness,” said Baru Klinting

“Thank you so much son! Take care!” said the old widow.

“Thank you for giving me the food. Good bye,” said Baru Klinting

events

Then, he backed to the party and challenged the people to pull a long wood stick stuck on the ground.

“What is your intention to challenge us to do this. You underestimate us, don’t you?” one of the people said.

“No, I just want you to pull the stick,” said Baru Klinting.

One by one the people tried to pull the stick but no one could do it except Baru Klinting. Amazingly, water poured from the ground after Baru Klinting pulled out the stick.

“Oh no. What is it?” shouted the people.

The water immediately flooded the village. **Finally** the whole village sank under water. They were all drowned and died in the lake.

resolution

“Help! Help! Help me!” yelled the people.

There was only one survivor, the poor old widow. She had prepared the boat so she could survive. Since then, the lake is called Rawa Pening. *Rawa* in Indonesian means lake and “pening” is derived from the word “bening” means clean.

coda

Task 7

Now, in pairs, read the story below. Then, identify the orientation, complication, events, resolution, and coda. Report your answer to the class and ask the class to give comments on your work.



Guys, we will arrive at Prambanan temple in fifteen minutes. While we are waiting, I will give you the brochure.

Roro Jonggrang

Once upon a time, in Yogyakarta there was a kingdom called Pengging. One day, the king of Pengging wanted an expansion.

Bandung Bondowoso, I ask you to conquer Boko Kingdom now. Ask your evil spirit troop to help you.



On the other side, King Boko heard the news about Pengging kingdom attack and got prepared to face the war.

My daughter, Roro Jonggrang, we will get attack from Pengging kingdom. You must take care of this kingdom.

Yes Dad.



A blood war was inevitable with Prambanan troop massacred. King Boko got killed by Bandawasa's weapon.

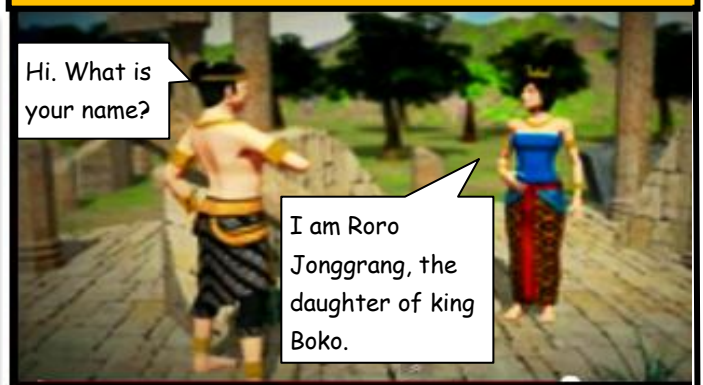
Finally, we can win this war. King Boko has been killed. Let us get the palace.



Then, Bandung Bondowoso entered the Kraton Boko kingdom and found a beautiful princess.

Hi. What is your name?

I am Roro Jonggrang, the daughter of king Boko.





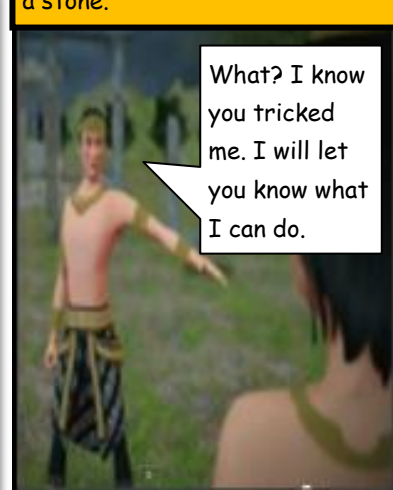
Bandung Bondowoso agreed with the request. He asked help to evil spirit. Seeing that the temples was almost done, Roro Jonggrang asked her servants to pound the rice pounding tools and also burn lots of paddy's straw.

Therefore, the roosters crowed. Then, the evil spirits thought that it was morning.



After that, Roro Jonggrang started to count the temples and its only nine hundreds and ninety nine temple.

Being deceived and tricked, Bandung Bondowoso was angry and cursed Roro Jonggrang into a stone.



Adopted from: <http://www.belajaringgris.net/legenda-candi-prambanan-dalam-bahasa-inggris-1976.html>

Picture source: www.youtube.com

Task 8

Answer the following questions based on the text about Roro Jonggrang above.

1. Who is Roro Jonggrang?
2. Why did Bandung Bandawasa kill King Boko?
3. What was the requirement asked by Roro Jonggrang to Bandung Bandawasa?
4. Can Bandung Bandawasa fulfill the requirement? Why?
5. What did Bandung Bandawasa do to fulfill the requirement?
6. What is the characteristic of Roro Jonggrang?
7. What is the characteristic of Bandung Bandawasa?
8. What message do you learn from the story above?
9. Write difficult words in the story and look for the Indonesian in the dictionary.
 - a. _____ → _____
 - b. _____ → _____
 - c. _____ → _____

Task 9

Study the following explanation.

In the story about “Baru Klinting” and “Roro Jonggrang” that you have read before, you find several verbs in the form of past participle or usually we call it verb II. But, why past participle verb is used in narrative text? When we should use the past participle verb? To answer the questions you should study the following explanation.

Simple Past Tense

Simple past tense is used to express something that happened in the past. Here is the pattern:

S + V_{II} (regular/irregular)

or

S + to be_{II} (was, were)

In a narrative text, the verb used usually is in the form of active not passive. The examples of active verb are:

asked	gave	prepared
backed	heard	started
entered	intended	wanted

The use of the verbs can be seen in the following examples:

1. He **intended** to join the party.
2. King Boko **heard** the news about Pengging kingdom attack.
3. A blood war **was** inevitable with Prambanan troop massacred.

Task 10

In pairs, fill in the blanks with the correct forms.

1. An old woman in a room with a spindle. (sit)
2. One day, he Into the woods to hunt. (go)
3. The queen A bath and had dream about her child. (take)
4. He Very surprised because his hometown (to be, change)
5. She And The king to send away his daughter. (come, ask)

Task 11

Now, in pairs look again the story of Roro Jonggrang and find some past participles verb. After that, find its form of present participle and make your own sentences using both forms. The example is given.

1. Had → have/has
 - a. In the story, it is stated that the man had a power to disappear.
 - b. Look at her. She has a beautiful face.
2. _____ → _____
 - a. _____
 - b. _____
3. _____ → _____
 - c. _____
 - d. _____
4. _____ → _____
 - a. _____
 - b. _____
5. _____ → _____
 - a. _____
 - b. _____
6. _____ → _____
 - a. _____
 - b. _____
7. _____ → _____
 - a. _____
 - b. _____
8. _____ → _____
 - c. _____
 - a. _____
9. _____ → _____
 - a. _____
 - b. _____
10. _____ → _____
 - c. _____
 - a. _____

Task 12

Now, read again the story of Baru Klinting in Task 4 and answer the following questions. Report your answer to the class and ask your friends to give comments on your work.

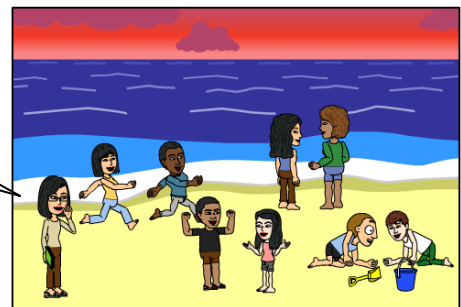
1. What are the details information of the story?
2. What is the purpose of the story?
3. How is the story organized?
4. What is the dominant verb form used in the story?
5. _____
6. _____
7. _____

Creating

Task 13

Fill in the blanks with the words in the box.

Guys, come here. I want you to know about the story of Nyi Roro Kidul, the Queen of South Ocean. Let's read it.



“Nyi Roro Kidul”

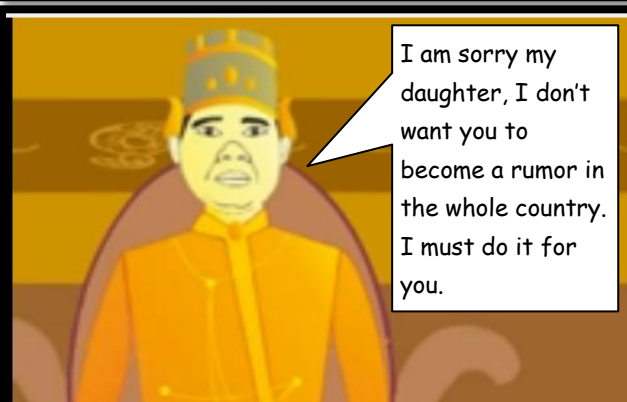
Once upon a time, there was a King called Munding Wangi. Although he 1. _____ a beautiful daughter named Kadita he was always unhappy. It was because he always 2. _____ to have a son.



After that, the King decided to marry Dewi Mutiara. He 3. _____ very happy because he had a son. However, Dewi Mutiara 4. _____ if her son could not be a king because of Kadita. She had to make sure for it.



In the morning, when Kadita 5. _____ up, she found her body was smell stinky and had ulcer all over her body.



Almost seven day and seven nights she 6. _____ until she came to South Ocean. She 7. _____ onto the water and swim.



Suddenly when the south ocean water 8. _____ her skin, her ulcer has gone and there was no sign that she has ever had a scabies or itch. Even more she 9. _____ more beautiful than before. Not only had she a power to command whole of the south ocean, now she also became a fairy 10. _____ Nyi Roro Kidul or The Queen of South Ocean who lived forever.

Adopted from: <http://www.englishindo.com/2011/12/dongeng-bahasa-inggris-nyi-roro-kidul.html>

Pictures source: www.youtube.com/watch?v=xYDLwgl42f0

touched	was	called	walked
became	expected	jumped	
had	woke	worried	

Task 14

Read again the story of Nyi Roro Kidul and answer the following questions.

Questions

1. Who are the characters of the story?
2. How is the characterization of each character in the story?
3. What is the first problem that starts other problems happened?
4. What are the events happened after the first problem occurred?
5. How is the end of the story?

Task 15

Now, rewrite the story of Nyi Roro Kidul with your own words.

To help you plan for rewriting of the texts, please focus on:

- Plot: What is going to happen?
- Setting: Where does the story take place? When does the story take place?
- Characterisation: Who are the main characters? What do they look like?
- Structure: How will the story begin? What will be the problem? How is the problem going to be resolved?
- Theme: What is the theme / message the writer is attempting to communicate?

Taken from : [http://englishonline.tki.org.nz/English-Online/Teacher-needs/Reviewed_resources/ Reading/](http://englishonline.tki.org.nz/English-Online/Teacher-needs/Reviewed_resources/Reading/)

[Features-of-text-forms/Narrative](#)



Spoken Cycle

Looking At

Task 15

Listen to a story about Sangkuriang and give a tick (✓) in the boxes for the items that you do not know and/or you want to know more.

- | | |
|--------------------------|---|
| <input type="checkbox"/> | 1. The detailed information of the story |
| <input type="checkbox"/> | 2. The pronunciation of words in the story |
| <input type="checkbox"/> | 3. The use of direct and indirect speech in the story |

Write more things you do not know and/or you want to know further below.

4. _____.
5. _____.
6. _____.

Questioning

Task 16

Referring to the items that you do not know or you want to know more, make relevant questions. Examples are given to you.

- | | |
|----|---|
| 1. | What information do you get from the story? |
| 2. | How is the pronunciation of words in the story? |
| 3. | How is the use of direct and indirect speech in the story?? |
| 4. | _____. |
| 5. | _____. |
| 6. | _____. |

Finding the Answer

Task 17

In pairs, listen to the story in Task 15 once again. Jot down the important things of the story and answer the questions below by matching to the correct answer provided in the following table.

Questions	Answers
1. What is the title of the story?	a. West Java
2. Where does the legend come from?	b. Dayang Sumbi
3. What was the name of Sangkuriang's dog?	c. He got angry because of his failure
4. What should Sangkuriang do before married to Dayang Sumbi?	d. Tumang
5. Why did Sangkuriang kick the boat?	e. The legend of Tangkuban Perahu
	f. His work was peek by Dayang Sumbi
	g. Sangkuriang and His Mother
	h. She slapped her son head
	i. Making a boat
	j. East Java

Task 18

Listen to the previous recording again then arrange the following pictures into the correct order based on the story of the recording.



Source of the pictures : <http://www.google.com/imgres?q=Sangkuriang&hl>

Task 19

Study the following explanation.

In the story about Sangkuriang that you heard before, you found the words such as “night” and “ghost”. In each of the word there are consonant “g” and “h” which are pronounced silently. However, we also often find consonant “g” and “h” which are pronounced as /f/ such as the word “enough”. So, how we identify the pronunciation of the consonant “g” and “h”? To answer the question study the explanation following.

Consonant “g” and “h”

Consonant “g” and “h” are pronounced silently if they come after sound

- g. /eɪ/, for example: (freight - straight - weigh – weight)
- h. /aɪ/, for example: (flight - fright - height - light - might - night - right - sigh - sight – slight – tight)
- i. /u/, for example: (through)
- j. /ɔ/, for example: (caught - daughter - naught - ought - sought - thought)
- k. /əʊ/, for example: (although – though)
- l. /aʊ/, for example: (drought)

Meanwhile, consonant “g” and “h” are pronounced /f/ if they come after sound

- d. /ʌ/, for example: (tough)
- e. /ɑ:/, for example: (laugh)
- f. /v/, for example: (cough)

Lastly, consonant “g” and “h” are pronounced /g/ if they are in the beginning of the word.
For example: (ghastly – ghoul)

Source : http://teflpedia.com/Pronunciation_exercises:%22gh%22

Task 20

Now, try to pronounce these following words. Pay attention to the rule given before.

ghee	flight	ghost
eight	ghetto	nought
bright	throughout	fought
rough	bought	dough
high	taught	daughter

Task 21

Study the following explanation.

Direct and Indirect Speech

Direct speech is when we report what someone says by repeating the exact words. In writing, we use inverted commas, example:

- He said, "I have a present for you in my bag."
- He asked me, "why do you come late?."

Indirect speech (also called reported speech) is when we give the same meaning of what someone says without repeating the exact words. In this case, we do not use inverted commas and certain changes may be necessary, example:

- He said that he had a present for me in his bag.
- He asked me why I came late.

The Changes of Tense from Direct Speech to Indirect speech

No	Direct Speech	Indirect Speech
1	Simple Present (S + Verb 1) She said, "Sasha goes to Singapore for traveling."	Simple Past (S + Verb 2) She said that Sasha went to Singapore for traveling
2	Present Continuous (S +is/am/are+ Verb-ing) "Sasha is going to Singapore for traveling."	Past Continuous (S +was/were+ Verb-ing) She said that Sasha was going to Singapore for traveling
3	Present Future (S+ will + Verb 1) She said, "Sasha will go to Singapore for traveling."	Past Future (S+ would + Verb 1) She said that Sasha would go to Singapore for traveling
4	Present Perfect (S + has/have + Verb 3) She said, "Sasha has gone to Singapore for traveling."	Past Perfect (S + had+ Verb 3) She said that Sasha had gone to Singapore for traveling
6	Simple Past (S + Verb 2) She said, "Sasha went to Singapore for traveling."	Past Perfect (S + had+ Verb 3) She said that Sasha had gone to Singapore for traveling
7	Modal can + infinitive may must	could might had to

The Changes of Adverb of Time from Direct Speech to Indirect Speech

Now	Then
To day	That day
Tomorrow	The next day
Next ...	The following ...
Last ...	The Previous ...
... ago	... earlier
Yesterday	The day before
The day before yesterday	Two day before

Example:

- | | |
|------------------|---|
| A. Direct speech | : She said, "I go to the travel agent yesterday but no one there." |
| Indirect speech | : She said that she went to the travel agent the day before but no one there. |
| B. Direct speech | : He asked me, "Where will we go tomorrow?" |
| Indirect speech | : He asked me where we will go the day after. |

Source : <http://www.belajarbahasainggris.us/2012/04/penjelasan-direct-dan-indirect-speech.html>

Task 22

Change these sentences into reported speech. Then, discuss your answer with your friends.

1. "Thank you, Suta. You have saved my life," said the princess.
2. "No needed for that princess. It is my duty as your father's servant to help you." Suta replied.
3. "Would you be my friend? Because I do not have any friend." the princess asked.
4. "Of course my princess, I will be your friend and always take care of you." Suta answered.
5. "Today I give you this necklace." said Prabu.
6. "My lovely daughter, I have already known about your plan now." said the king.

Taken from : <http://www.belajarbahasainggris.us/2013/02/legenda-bahasa-inggris-baturaden.html>

Task 23

In groups of four answer the questions that you have made in Task 15. Then, present your answer to the class and ask the teacher and your friends to give comments on your work.

1. What information do you get from the story?
2. How is the pronunciation of words in the story?
3. How is the use of direct and indirect speech in the story??
4. _____
5. _____
6. _____

Creating

Task 24

Listen to the story about Manik Angkeran and answer the following questions.

1. Where does the story take place?
2. Who are the characters of the story?
3. What is the first problem that triggers other problems happen?
4. What are the events happened after the first problem occurred?
5. How is the end of the story?

Task 25

Act out as an escort and retell the story of Manik Angkeran with your own words. Use your answer in Task 22 to guide you to retell the story.

Homework

Task 26

Find a narrative text in the internet and answer these following questions.

1. What is the title of the text?
2. Where did the story take place?
3. When did the story happen?
4. Who are the characters of the story?
5. How is the characterization of each character in the story?
6. Underline the words indicating the use of past tense in the story.

Evaluation

Task 27

Read the following narrative text and answer the questions that follow.

“Princess Mandalika”

Once upon a time, there was a kingdom in Lombok named Tojang Beru. The king had a very beautiful daughter named Princess Mandalika. Princes from all over the place wanted to marry her.

Thank you. Let me think about that first.

My majesty, this is a proposal from other princes. I think you should decide it soon.

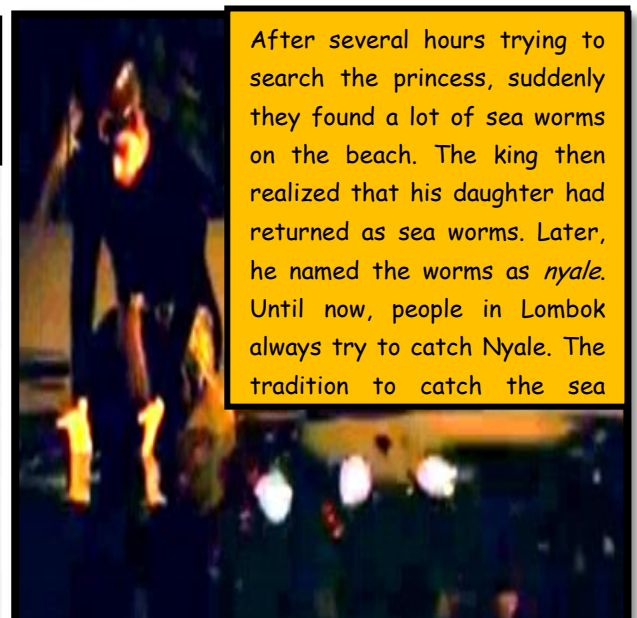
At that time, she was very confused. She could not decide, and she also did not want to make them sad. On the other hand, the princes started to argue. They claimed to be the best. Finally, they all were fighting.



The king and all other people on the beach did not understand what she meant. The king then came to her. But before he came closer to his daughter, Princess Mandalika jumped to the sea.



It was chaos on the beach. People were screaming. All the princes tried to swim to find the princess. But no one dared to jump in the sea, the waves were too high.



Adopted from: <http://indonesianfolklore.blogspot.com/2008/02/princess-mandalika.html>

Picture source: <http://www.youtube.com/watch?v=dy3Lh21dqno>

1. What does the text tell us about?
 - a. The story of people in Lombok

- b. The story of Nyale
 - c. The story of the beginning of *Bau Nyale* tradition
 - d. The story of a beautiful girl
2. Where did the story take place?
 - a. East Nusa Tenggara
 - b. West Nusa Tenggara
 - c. Flores
 - d. Bali
3. Who are the main characters of the story?
 - a. Princess Mandalika
 - b. The king of Tojang Beru
 - c. The princes
 - d. The people of Lombok
4. How is the characterization of the man in the story?
 - a. Brave
 - b. Selfish
 - c. Egoist
 - d. Careless
5. Change the sentences below into indirect speech.

"I know you all love me and want me to be your wife. But I can't be all your wives. I do not want you to fight because of me. And I do not want you to be sad either. I want you all to have me, but not as your wives. I want to be someone that everybody can have. I want to be useful for you," said Princess Mandalika.

_____.
6. List the verb II (past participle) used in the story.

Reflection

How much do you learn from this unit? Put a tick in the right box according to how much you have learnt.

Aspects	Very Much	Much	Little
Reading a narrative text			
Rewriting a narrative text			
Listening to a narrative text			
Retelling a narrative text			
Comprehending the use of past tense			
Pronouncing the words with "g" and "h" consonant			
Vocabulary			

Summary

In this unit you learn:

1. Narrative Text

A narrative text is text that tells a story. Its purpose is to entertain or to amuse the readers. A narrative text is organized to include:

- an orientation a complication
- A sequence of events
- A resolution
- a coda

2. Past Tense

To express something that happened in the past. The patterns are:

- a. S + V_{II} (regular/irregular)
Example: He **intended** to join the party.
- b. S + to be_{II} (was, were)
Example : A blood war **was** inevitable with Prambanan troop massacred

3. The pronunciation of Consonant “g” and “h”

There are three ways in pronouncing consonant “g” and “h”. They are:

- Consonant “g” and “h” are pronounced /f/
- Consonant “g” and “h” are pronounced silently
- Consonant “g” and “h” are pronounced /g/

4. Direct and Indirect Speech

Direct speech is when we report what someone says by repeating the exact words. In writing, we use inverted commas, example:

- He said, "I have a present for you in my bag."
- He asked me, "why do you come late?."

Indirect speech (also called reported speech) is when we give the same meaning of what someone says without repeating the exact words. In this case, we do not use inverted commas and certain changes may be necessary, example:

- He said that he had a present for me in his bag.
- He asked me why I came late.

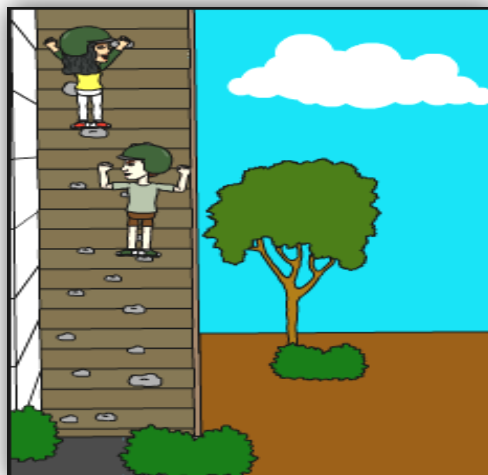
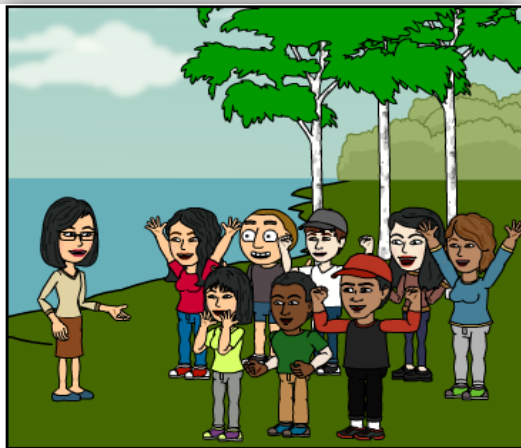
Vocabulary List

ability	/əˈbɪl.ɪ.ti/	(kb.) kemampuan
conquer	/ˈkɑːŋ.kə/	(kkt.) menaklukkan
curious	/ˈkjʊ.ri.əs/	(ks.) ingin tahu,
diminished	/dɪˈmɪn.ɪʃd/	(kki.) berkurang
expelled	/ɪkˈspel/	(kkt.) mengusir
harvest	/ˈhɑːr.vɪst/	(kb.) hasil panen
itch	/ɪtʃ/	(kb.) penyakit gatal.
legend	/ˈledʒ. ə nd/	(kb.) dongeng, legenda.
marry	/ˈmeri/	(kkt.) mengawini
mountain	/ˈmaʊn.tən/	(kb.) gunung
piece	/piːs/	(kb.) potongan)
proposal	/prəˈpou.z ə l/	(kb.) lamaran,
ride	/raɪd/	(kkt.) naik
scabies	/ˈskeɪ.biːz/	(kb.) kudis
search	/sɜːtʃ/	(kb.) pencarian
stick	/stɪk/	(kb.) tongkat
strait	/streɪt/	(kb.) selat
straw	/straː/	(kb.) jerami
swamp	/swɒmp/	(kb.) rawa
temple	/ˈtem.pl/	(kb.) candi
thundering	/ˈθʌn.d ə r.ɪŋ/	(ks.) berderap
troop	/truːp/	(kb.) pasukan
underestimate	/ˈʌn.dəːres.tɪ.meɪt/	(kkt.) meremehkan
volcano	/vɒːlˈkeɪ.nou/	(kb.) gunung berapi.
warrior	/ˈwɔːr.i.ə/	(kb.) prajurit,
widow	/ˈwɪd.ou /	(kb.) janda.

UNIT 3

LET'S TELL OUR ADVENTUROUS TRIP

In making a good trip you should know your clients' experiences in their previous trip. It can be used to make a different kind of travel. Then, your clients will be satisfied with your travel agent service. Therefore, you need to learn about knowing someone's previous experience which will be discussed in this chapter.



Getting started

Task 1

Answer the following questions.

1. Have you been in an adventurous trip?
2. Where did you go in your adventurous trip?
3. What did you do there?
4. Have you ever heard your friend having an adventurous trip?
5. What did your friend do?

Task 2

Repeat after your teacher to pronounce the following words. After that, find the Indonesian in a dictionary.

NO	English	Phonetic Transcription	Indonesian
1	accident	/ˈæk.sɪ.dənt/	
2	embarrassed	/ɪmˈbær.əst/	
3	experience	/ɪkˈspɪə.ri.ənts/	
4	instructor	/ɪnˈstrʌk.tər /	
5	nervous	/ˈnɜː.vəs/	
6	safety	/ˈseɪf.ti/	

Task 3

Fill in the blanks with the above words.

4. Hopefully, you will have a nice _____ in this trip.
5. My friend feels _____ since this is the first time he ride Flying Fox.
6. The _____ will give you instruction about safety rafting.
7. She is _____ because she sits in the wrong seat.
8. The victims of the _____ are senior high school students.
9. In playing this game, we should pay attention to our _____ because this game is dangerous.



Written Cycle

Looking at

Task 4

Read the comic strip below about Bella experience and give a tick (✓) in the boxes for the items that you do not know and/or you want to know more.

Last holiday, I joined an adventurous trip with my classmates. I went to several places. First, we went to Magelang. There, we did several high rope games and we raft. There are a lot of high rope games.

I am sorry guys. Because we have limited time you only could play four games.

At the second day, I am still in Magelang but we had difference activity. I had rafting in Elo river. Before I had rafting, I was scare. However, after the instructor told me the instruction, I wasn't scare anymore.

Wow. It's really cool.

At the last day, we went to Pening swamp. I saw a beautiful view. I also got a brochure about Pening swamp. It contained the legend of the Pening Swamp.

Here we are at Pening swamp.

Then, we backed to Jogjakarta. We did not directly back to home but we visited to Prambanan temple and Parangtritis beach. I was very happy in those days. It was the best trip I ever join.

Hi stop. You can bang me.

The comic strip consists of six panels. Panel 1 shows a teacher with glasses and a brown skirt talking to a group of diverse students in front of a yellow school bus. Panel 2 shows four students wearing yellow helmets and life jackets, rafting on a red boat in a river. Panel 3 shows the teacher and students standing on a grassy area with trees in the background. Panel 4 shows a group of students playing on a sandy beach. Panel 5 shows a group of students playing on a sandy beach. Panel 6 shows a group of students playing on a sandy beach.

- ☐ 5. The detailed information about story
- ☐ 6. The purpose of the story
- ☐ 7. The organization of the story
- ☐ 8. The dominant verbs form used in the story

Write more things you do not know and/or you want to know further below.

- 10. _____.
- 11. _____.
- 12. _____.

Questioning

Task 6

Referring to the items that you do not know or you want to know more, make relevant questions. Examples are given to you.

- 8. What information do you get from the text?
- 9. Why does the writer write the story?
- 10. How is the story organized?
- 11. What is the dominant verb form used in the story?
- 12. _____.
- 13. _____.
- 14. _____.

Finding the Answer

Task 7

In pairs, read again Bella's story below with your partner and answer the questions that follow. Report your answer to the class and ask the class to give comments of your work.

- 1. What is the topic about Bella's story?
- 2. Why does Bella write the story?
- 3. With whom did Bella go in her trip?
- 4. Where did Bella go in her trip?
- 5. What did Bella do in Magelang?

6. Write difficult words in Bella story and look for the Indonesian in the dictionary.

- a. _____ → _____
- b. _____ → _____
- c. _____ → _____
- d. _____ → _____
- e. _____ → _____
- f. _____ → _____

Task 8

Study the following explanation.

RECOUNT TEXT

In Task 7, Bella told his experience when he rode Flying Fox at the first time. What Dimas said is an example of recount text. However, why it can be included in recount text and what is recount text? To know more about recount text, study this explanation.

Recount text is a text that tells “what happened”. The purpose of recount text is to tell the readers what happened in the past through a sequence of event. A recount text is organized to include:

- a. **An orientation** providing background information needed to understand the text (who, where, when)
- b. **A record of events** usually recounted in a chronological way
- c. Personal comments and/or evaluative remark on the incident or usually called **reorientation**

Narratives usually include the following grammatical features:

- ✓ **nouns** that identify the specific characters and places in the story
- ✓ **adjectives** that provide accurate descriptions of the characters and settings
- ✓ **verbs** that show the actions that occur in the story
- ✓ **time words** that connect events, telling *when* they occurred.

To know more about the parts of recount text you can study the following example.

Generic Structure

Orientation

Last holiday, I joined an adventurous trip with my classmates. I went to several places. First, we went to Magelang. There, we did several high rope games and we raft. There are a lot of high rope games. Unfortunately, because of the limited time I only could play four games.

Events

At the second day, I still in Magelang but we I had difference activity. I rafted in Elo river. Before I rafted, I was scared because it looks dangerous. However, after the instructor told me the instruction, I wasn't scare anymore.

At the last day, we went to Pening swamp. There is a gorgeous view that I could see. I also got a brochure about Pening swamp. It contained the legend of the Pening Swamp.

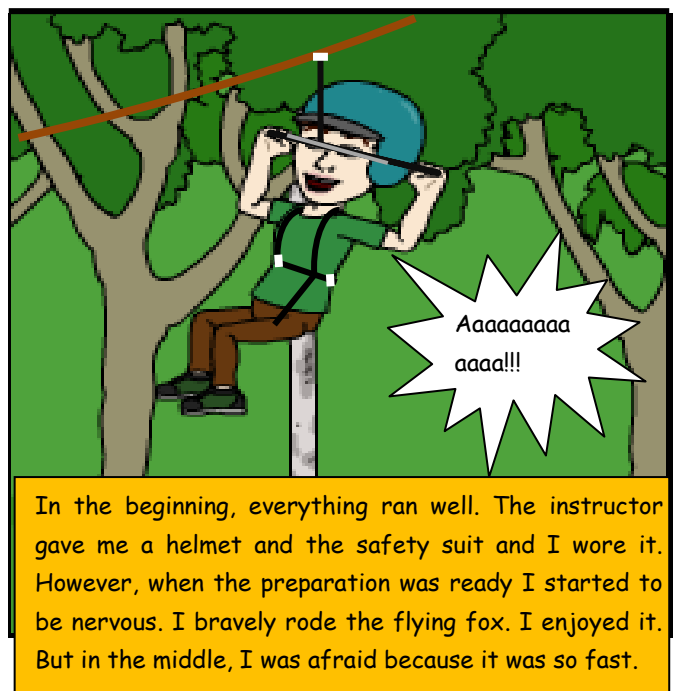
Then, we backed to Jogjakarta. We did not directly back to home but we visited to Prambanan temple and Parangtritis beach.

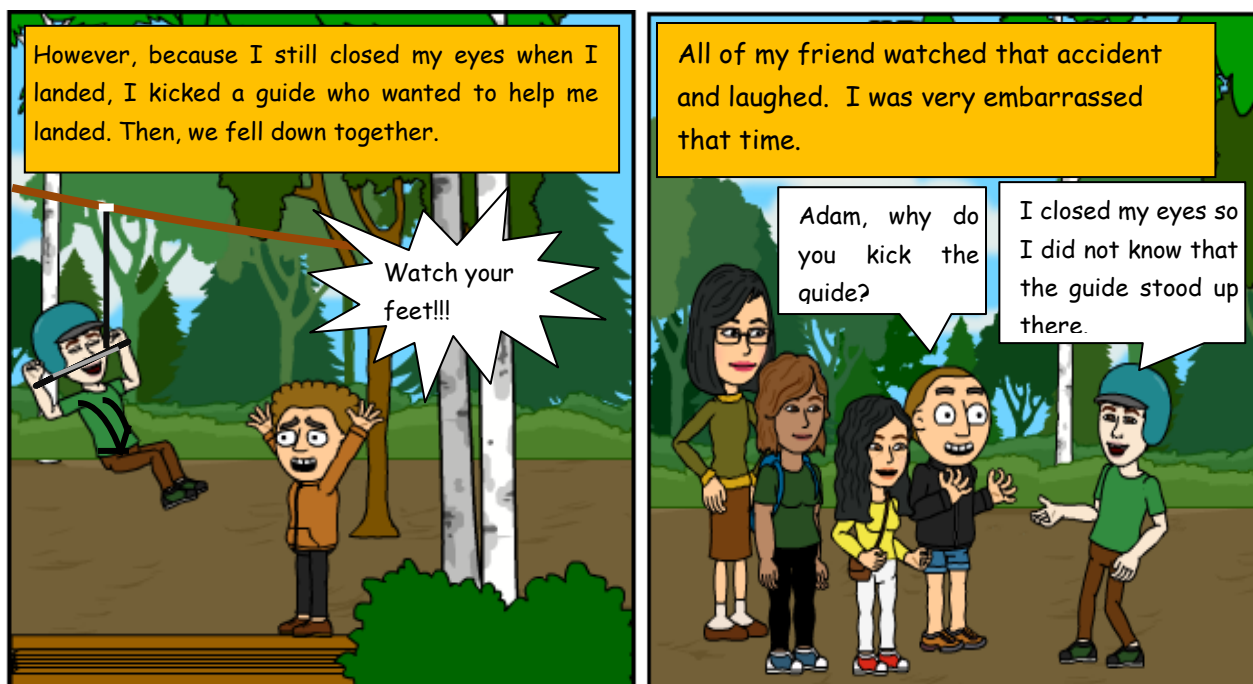
Reorientation

I was very happy in those days. It was the best trip I ever join

Task 9

In pairs, read the comic strip below. Then, identify the orientation, events, and reorientation of Adam's story. Report your answer to the class and ask the class to give comments of your work.





Task 10

Study the following explanation.

In Bella's and Adam's story that you have read before, you find several verbs in the form of past participle or usually we call it verb II. But, why past participle verb is used in recount text? When we should use the past participle verb? To answer the questions you should study the following explanation.

Simple Past Tense

Simple past tense is used to express something that happened in the past. Here is the pattern:

S + V_{II} (regular/irregular)

Or

S + to be_{II} (was, were)

Examples:

- We were joyful yesterday.
- They crossed the rope bridge.
- I was very happy in that trip.
- She went to her grandmother house last week.

Usually, you use the following adverbs of time in simple past tense:

- | | | |
|----------------|-------------|------------|
| * Yesterday | * Last week | * Last ... |
| * Two days ago | * ago | |

Task 11

Now, in pairs look again Adam's story and find some words indicating the use of past participle and find its form of present participle.

- | | | | |
|----------|---------|-----------|---------|
| 1. went | → go | 7. _____ | → _____ |
| 2. _____ | → _____ | 8. _____ | → _____ |
| 3. _____ | → _____ | 9. _____ | → _____ |
| 4. _____ | → _____ | 10. _____ | → _____ |
| 5. _____ | → _____ | 11. _____ | → _____ |
| 6. _____ | → _____ | 12. _____ | → _____ |

Task 12

In pairs, complete the sentences by changing the verb in the bracket into correct form.

- I become a worker in a travel agent now. Before that, I _____ in a shop. (work)
- She _____ very happy in joining the trip two weeks ago. (be)
- The bus wasn't very good. I _____ the trip very much. (not, enjoy)
- Yesterday, a customer called asking the price of the plane ticket but she _____ to write the name. (forget)
- My family _____ the trip to Indrayanti beach due to bad weather. (cancel)
- The hotel _____ very expensive. It didn't cost very much. (not, be)
- He _____ a message for his mother as soon as he arrived in the hotel. (write)
- There _____ a lot of holes in the road to our destination. (be)

DID YOU KNOW?

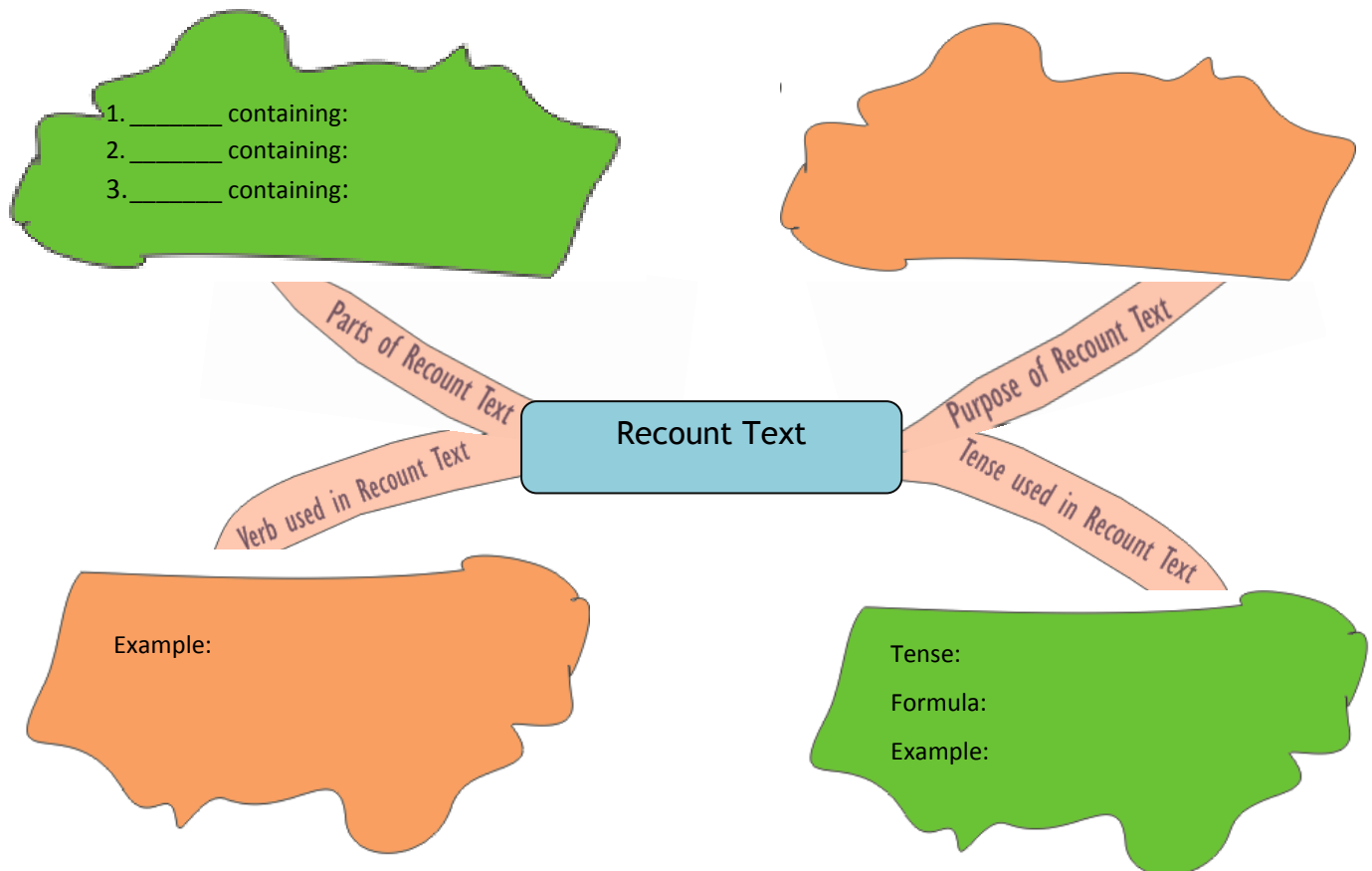
The Most Extreme Travel Destinations in Indonesia

Parasailing and Flying fish at Tanjung Benoa, Bali
 High Ropeat at Taman Dayu East Java
 Off Road at Bromo
 The fastest Roller Coaster at Trans Studio, Bandung
 Sport Trike Plane, Jakarta

Source : <http://www.youtube.com/watch?v=YseZoxPWYCI>

Task 13

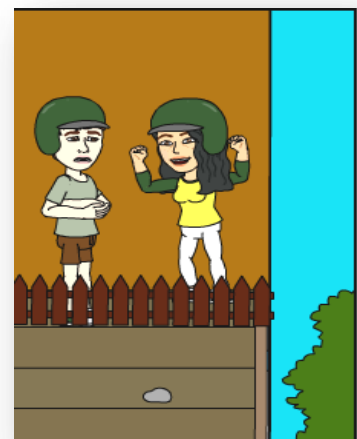
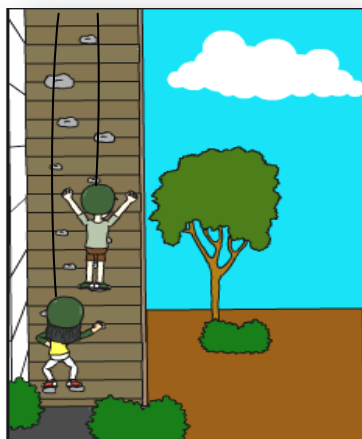
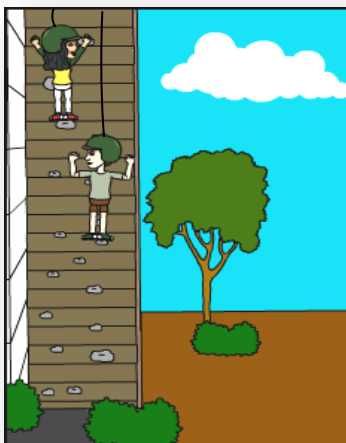
In groups of four, fill in the diagram below to answer the questions in Task 6. Present your answers to the class.



Creating

Task 14

The pictures below tell about Nisa's experience when she did the wall climbing in her last trip. In pairs, arrange the pictures and make a sentence for each picture.



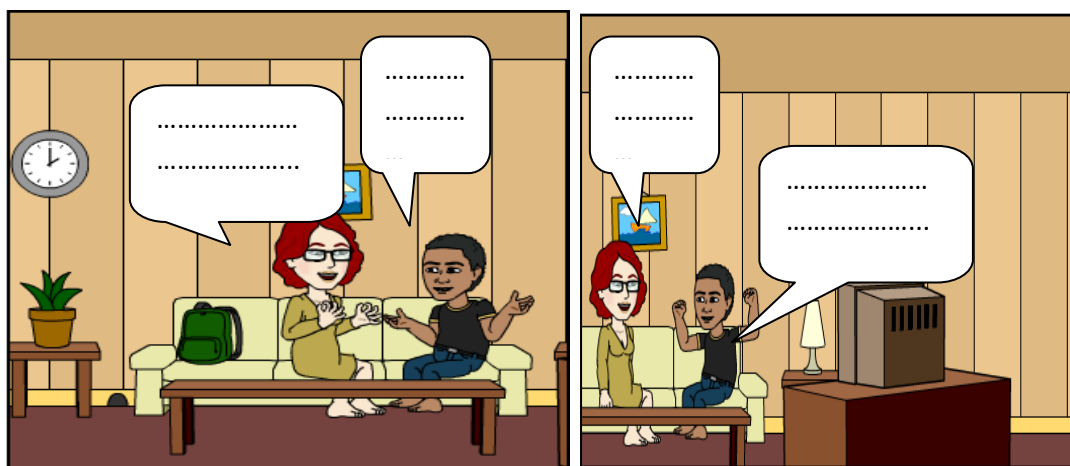


Spoken Cycle

Looking at

Task 16

Listen to the conversation between Boris and his mother. Then, give a tick (✓) in the boxes for the items that you do not know and/or you want to know more.



- ☐ 1. The detailed information in the conversation
- ☐ 2. The stress of some words stated in the story
- ☐ 3. The use of pronoun in the story

Write more things you do not know and/or you want to know further below.

- 4. _____
- 5. _____
- 6. _____

Questioning

Task 17

Referring to the items that you do not know or you want to know more, make relevant questions. Examples are given to you.

1. What information do you get from the conversation?

2. What is the stressed of the words stated in the story?

3. How is the use of pronoun in the story?

4. _____
_____.

5. _____
_____.

6. _____
_____.

Finding the Answer

Task 18

In pairs, listen to the dialog in Task 16 once again and jot down important things of the text. Then, answer the questions below based on the dialog that you heard. Report your answer to the class and ask your friends to give comments on your work.

5. What is the topic of the conversation that you heard?

6. What does Boris tell to her mother?

7. What did Boris and his friend do before rafting?

8. Why did Boris boat flip over?

9. How long did Boris and his friend raft?

10. What did Boris feel when he was rafting?

Task 19

Study the explanation below and repeat after your teacher.

Stress on the first Syllable	Phonetic Transcription	Stress on the second syllable	Phonetic Transcription
balance	/ˈbæl.ən t s/	certificate	/səˈtɪf.ɪ.kət/
basis	/ˈbeɪ.sɪs/	instruction	/ɪnˈstrʌk.ʃən/
profile	/ˈprəʊ.faɪl	insurance	/ɪnˈʃʊ:.rən t s
river	/ˈrɪv.ə r /	impress	/ɪmˈpres/
safety	/ˈseɪf.ti	techniques	/tekˈni:k/

Task 20

Try to find the phonetic transcription of these words and pronounce them. Pay attention to the stress.

homework

interest

amazing

holiday

relation

airport

Task 21

Study the following explanation.

Pronoun

★ The subjunctive pronoun (I, you, they, we, he, she, it) are used for the subject of a clause.

e.g. ★ **Bella** went to Balikpapan last night. **She** went with her family.

★ **Mira, Gaby and Mathew** applied a job in a travel agent. **They** have the same interest.

The objective pronoun (me, you, them, us, him, her, it) are used for the object of a verb or preposition

e.g. ★ Where is Albert? I need to speak to **him**.

★ My candies are all gone. Someone has eaten **them**.

The possessive before a noun (my, his, her, our, their, its, your) is used to show possession.

e.g. ★ May I have your name, please?

★ That passengers forgot to bring their tickets.

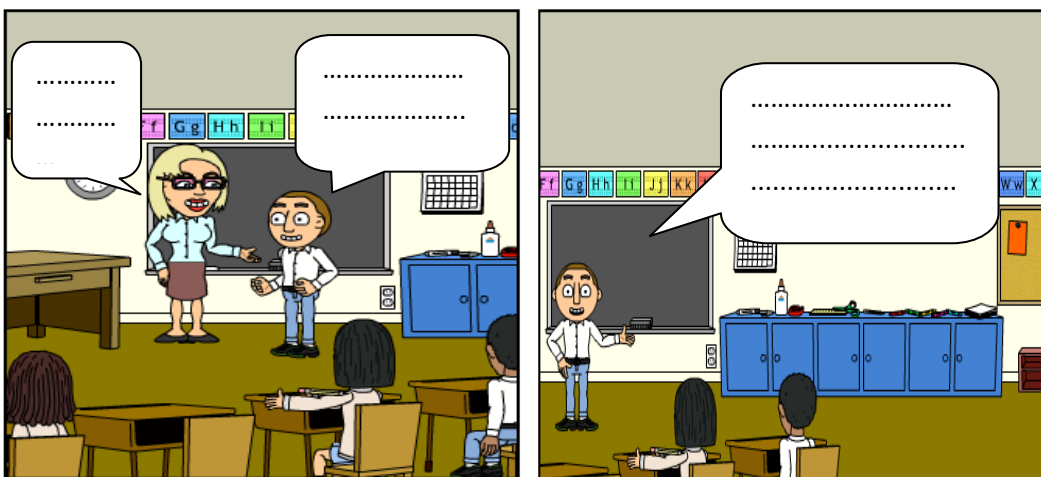
The possessive after a noun (mine, his, hers, theirs, yours, ours) is also used to show possession.

e.g. ★ These pens are mine

★ The one on the table is yours.

Task 22

Listen to the conversation and answer the questions below. Report your answer to the class and ask your friends to give comments.



1. What is Rizal talking about?
2. How long is the tour?
3. What activities did Rizal do on the first day?
4. What activities did Rizal do on the second day?
5. How is Rizal feeling about the trip?
6. Reference
 - a. He told me that the trip was adventurous trip.

The words “he” in the sentence above refers to
 - b. we went to The Flyer
The words “we” in the sentence above refers to
 - c. It was amazing experience for me.

The words “it” in the sentence above refers to

Task 23

In groups of four answer the questions that you have made in Task 17.

1. What information do you get from the conversation?
2. What is the stressed of the words stated in the story?
3. How is the use of pronoun in the story?
4. _____
_____.
5. _____
_____.
6. _____
_____.

Task 24

Present your answer in front of the class and ask the teacher and your friends to give comments about your work.

Creating

Task 25

In front of the class, tell your friends your embarrassing experience. Consider the following suggestion.

- Mention who were involved the story
- When, and where it happened
- Tell what happen in a chronological order
- Give your comments about the experience
- Use the past tense of verb (past participle)



While your friend tells his/her experience try to answer these following questions.

- a. What is the orientation?
- b. How many events happened?
- c. What is the reorientation?
- d. Mention the time conjunction used.
- e. Write some verbs indicating the use of past participle.
- f.

Homework

Task 26

Find a text about someone's experience and identify the generic structure of the text. Then, underline the use of pronoun and the words indicating the use of past tense.

Evaluation

Task 27

Read the recount text below and answer some questions that follow.

A Beautiful Day at Jogjakarta

Last week, my friends and I went to Jogjakarta. We visited many places. First, we visited Parangtritis beach. The sun shone brightly and the scenery was very beautiful there. We felt the wind blew across to us. We also saw a lot of people in that beach. There were many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs.

Second, we visited Gembira Loka Zoo. We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We looked around in that zoo, and also took pictures of those animals. Then, we felt hungry, so we went to a restaurant. As soon as we finished our lunch, we decided to go home.

For me, that was a beautiful day. I really enjoyed it. I hope I could visit Jogjakarta again.

Adapted from : <http://www.englishindo.com/2012/01/recount-text-penjelasan-contoh.html>

1. From the text above please find the parts of recount text which are :
 - a. Orientation
 - b. Events
 - c. Reorientation
2. Underline the use of pronoun in the text above.
3. Find the past participle verbs used in the text and their Indonesian.
4. Where did the writer go on last week?
 - a. Restaurant
 - b. Jogjakarta
 - c. Friend's home
 - d. Parangkusumo Beach

5. The following statements are writer activities at the zoo, except
 - a. Bought souvenirs
 - b. Took a photograph
 - c. Saw animals
 - d. Had lunch
6. In the sentence “Second, we visited Gembira Loka Zoo” in paragraph two. The word “we” refers to
 - a. The writer
 - b. The writer and the writer family
 - c. The writer and the writer’s friend
 - d. The animals

Reflection

How much you learn from his unit? Put a tick in the right box according to how much you have learnt.

Aspects	Very Much	Much	Little
Reading a recount text			
Writing a recount text			
Listening to a recount text			
Speaking about experience			
Comprehending the use of past tense			
Pronouncing some words with stress			
Vocabulary			

Summary

In this unit you learn:

1. Recount Text

Recount text is a text that tells “what happened”. The purpose of recount text is to tell the readers what happened in the past through a sequence of event. It also has expressions of attitude and feeling usually made by the writer about the events.

2. Past Tense

To express something that happened in the past. The patterns are:

S + V_{II} (regular/irregular)

S + to be_{II} (was, were)

3. Time conjunction

Time conjunction used to show the order of events, for example: first, at the first day, then, next, finally.

Vocabulary List

accident	/ˈæk.sɪ.dənt/	(kb.) kecelakaan
decide	/dɪˈsaɪd/	(kkt.) menentukan
embarrassed	/ɪmˈbær.əst/	(ks.) malu
experience	/ɪkˈspɪəri.ənts/	(kb.) pengalaman
gorgeous	/ˈɡɔːr.dʒəs/	(ks.) indah
instructor	/ɪnˈstrʌk.tər/	(kb.) instruktur
land	/lənd/	(kkt.) sampai
limited	/ˈlɪm.ɪ.tɪd/	(ks.) terbatas
nervous	/ˈnɜː.vəs/	(ks.) gelisah, gugup
safety	/ˈseɪ.f.ti/	(kb.) keselamatan
scared	/skerd/	(ks.) Takut

APPENDIX G

THE EXPERT JUDGEMENT
QUESTIONNAIRES



Jurusan Pendidikan Bahasa Inggris
Fakultas Bahasa dan Seni
Universitas Negeri Yogyakarta

Alamat: Karangmalang, Caturtunggal, Depok, Sleman, Yogyakarta 55281

Yogyakarta, 30 Juni 2014

Nomor :

Hal : Permohonan Menjadi Validator Isi dan Bahasa

Kepada

Yth. Bapak/Ibu _____

di tempat

Dengan hormat,

Dalam rangka penelitian tentang pengembangan materi pembelajaran Bahasa Inggris bagi SMK kelas X jurusan Usaha Perjalanan Wisata SMK N 6 Yogyakarta dengan judul ***“Developing Comic Strip-Based Learning Materials for Grade X Students of Travel Agent Department of SMK N 6 Yogyakarta”***, maka pada kesempatan ini saya meminta kesediaan Bapak/Ibu berkenan menjadi validator isi dan bahasa untuk memberikan penilaian maupun masukan berupa saran atau kritik terhadap materi pembelajaran tersebut.

Penilaian yang diberikan akan sangat berguna untuk melakukan revisi dalam rangka mencapai kelayakan materi pembelajaran tersebut.

Demikian atas perhatian dan kesediaan Bapak/Ibu, kami ucapkan terima kasih.

Yogyakarta, 30 Juni 2014

Peneliti

Sahnaz Natasya Fath

NIM. 10202241009

ANGKET EVALUASI MATERI PEMBELAJARAN BAHASA INGGRIS SMK

JURUSAN USAHA PERJALANAN WISATA

(Diadaptasi dari: Penilaian Buku Teks Pelajaran Bahasa Inggris SMK, BSNP, PUSBUK, DEPDIKNAS Th. 2007)

Angket ini bertujuan untuk mengevaluasi materi pembelajaran Bahasa Inggris untuk siswa kelas X jurusan Usaha Perjalanan Wisata di SMK N 6 Yogyakarta yang berbasis komik strip.

A. Data Responden

1. Nama :
2. Usia :
3. Jenis Kelamin :L/P
4. Pendidikan : (nama Universitas)
 - ☐ S1 :
 - ☐ S2 :
 - ☐ S3 :
5. Lama Mengajar: Tahun

B. Evaluasi Materi

Petunjuk Pengisian

Berilah tanda centang (√) pada salah satu kolom jawaban yang sesuai dengan pendapat Anda.

Keterangan:

- SS : Sangat Setuju
S : Setuju
TS : Tidak Setuju
STS : Sangat Tidak Setuju

EVALUASI MATERI PEMBELAJARAN UNIT 1

“LET’S PLAN AN ADVENTUROUS TRIP”

Kelayakan Isi					
NO	Pernyataan	SS	S	TS	STS
1.	Materi sesuai dengan KI dan KD Bahasa Inggris SMK Kelas X.				
2.	Materi mencakup teks-teks fungsional sederhana tentang kehidupan sehari-hari dan bidang usaha perjalanan wisata untuk mengembangkan keterampilan mendengar, berbicara, membaca, dan menulis.				
3.	Materi mencakup cukup banyak teks yang relevan dengan kehidupan siswa sehari-hari dengan tujuan pembiasaan terhadap jenis teks yang bersangkutan.				
4.	Materi mencakup bimbingan pemahaman tentang fungsi sosial sebuah teks.				
5.	Materi mencakup bimbingan pemahaman tentang unsur dan makna suatu teks.				
6.	Materi mencakup bimbingan pemahaman tentang fitur linguistik sebuah teks.				
7.	Materi mencakup bimbingan yang membantu siswa menghasilkan teks lisan dan tertulis untuk mencapai fungsi sosial teks tersebut dengan memperhatikan makna dan fitur linguistik.				
8.	Materi ini mengarahkan siswa berlatih berkomunikasi dalam lingkup komunikasi fungsional, yakni berkomunikasi dalam kehidupan sehari-hari seperti menyatakan dan menanyakan tentang niat melakukan suatu tindakan atau kegiatan.				

9.	Materi ini dapat mengarahkan siswa untuk berpikir runtut dan sistematis.				
10.	Materi ini mencakup teks-teks yang memiliki makna atau istilah yang lazim digunakan dalam konteks professional (bidang usaha perjalanan wisata)				
11.	Materi ini dapat mengarahkan siswa berkomunikasi menggunakan Bahasa Inggris yang akurat dan berterima				
12.	Materi ini mencakup teks, gambar, dan lampiran yang relevan dengan topik-topik dalam bidang dan dunia kerja usaha perjalan wisata.				
13.	Materi ini dapat memotivasi siswa mengembangkan kecakapan vokasional.				

Lain-lain : _____

_____.

Bahasa					
NO	Pernyataan	SS	S	TS	STS
14.	Materi ini menggunakan Bahasa Inggris yang benar sesuai dengan tata Bahasa Inggris (<i>grammatical</i>)				
15.	Materi ini menggunakan ejaan Bahasa Inggris (<i>spelling</i>) yang benar dan tepat.				
16.	Materi ini menggunakan pilihan kata (<i>word choice</i>) Bahasa Inggris yang benar dan tepat.				
17.	Penjelasan dalam materi ini menggunakan bahasa yang sesuai dengan tingkat perkembangan kognitif peserta didik.				
18.	Instruksi di dalam materi ini menggunakan bahasa yang sesuai dengan tingkat perkembangan kognitif peserta didik.				

19.	Penjelasan di dalam materi ini menggunakan bahasa yang sesuai dengan tingkat kemampuan berbahasa peserta didik.				
20.	Instruksi di dalam materi ini menggunakan bahasa yang sesuai dengan tingkat kemampuan berbahasa peserta didik.				
21.	Materi ini mencerminkan keruntutan makna pada satu bagian/bab/subbab/paragraph/kalimat.				
22.	Materi ini mencerminkan keterkaitan makna pada satu bagian/bab/subbab/paragraph/kalimat.				

Lain-lain : _____

_____.

Penyajian					
NO	Pernyataan	SS	S	TS	STS
23.	Materi disajikan secara runtut dan berkesinambungan yaitu dimulai dengan <i>getting started</i> , <i>main activities</i> , <i>evaluation</i> , dan <i>reflection</i> .				
24.	Materi disajikan dalam bentuk teks, kegiatan pembelajaran, ilustrasi secara seimbang				
25.	Materi ini mendorong terjadinya interaksi dalam Bahasa Inggris antar siswa, siswa dan guru, dan siswa dengan lingkungan yang lebih luas.				
26.	Materi ini mendorong inisiatif dan kreativitas siswa untuk berkomunikasi secara lisan dan tertulis.				
27.	Materi ini mendorong siswa melakukan refleksi dan evaluasi dalam kegiatan belajar dan berkomunikasi dalam Bahasa Inggris.				
28.	Materi ini mencakup cukup kegiatan pembelajaran (<i>task</i>) yang akan mendukung siswa				

	untuk berkomunikasi secara lisan.				
29.	Materi ini mencakup cukup kegiatan pembelajaran (<i>task</i>) yang akan mendukung siswa untuk berkomunikasi secara tertulis.				
30	Kegiatan pembelajaran (<i>task</i>) disusun secara sistematis, diawali dengan <i>guided activities</i> dan diakhiri dengan <i>free guided activities</i> .				
31.	Kegiatan pembelajaran (<i>task</i>) disusun secara sistematis, berurutan dari yang paling mudah ke yang paling sulit.				
32.	Teks dan gambar mempunyai identitas seperti judul, nomor, atau rujukan.				
33.	Materi ini dilengkapi dengan penjelasan dan daftar kosa kata yang cukup dan sesuai.				

Lain-lain : _____

_____.

Kegrafikan					
NO	Pernyataan	SS	S	TS	STS
34.	Tampilan materi menarik.				
35.	Penggunaan huruf dan warna dapat dibaca dengan mudah.				
36.	Jenis huruf yang digunakan tidak berlebihan.				
37.	Penggunaan variasi huruf dan warna tidak berlebihan.				
38.	Ilustrasi yang digunakan relevan dengan topik dan isi materi.				
39.	Penggunaan ilustrasi bersifat estetik dan fungsional.				
40	Penempatan ilustrasi proporsional dan tidak mengganggu penyajian materi.				

Lain-lain : _____

_____.

Isi dan Bahasa Komik Strip					
NO	Pernyataan	SS	S	TS	STS
41.	Isi cerita yang ada di dalam komik strip mencapai suatu tujuan komunikasi.				
42.	Isi cerita yang ada di dalam komik diceritakan dengan jelas.				
43.	Alur cerita yang ada di dalam komik disampaikan dengan baik.				
44.	Pilihan kata yang digunakan relevan dengan tujuan komunikasi				
45.	Pilihan kata yang digunakan sesuai dengan tema cerita.				
46.	Dialog berhubungan dengan tema				
47.	Dialog yang diucapkan oleh karakter dan tindakan yang dilakukan oleh karakter berkesinambungan.				

Lain-lain : _____

_____.

Tanggapan Umum terhadap Materi

1. Secara umum bagaimana pendapat Bapak/Ibu mengenai materi yang telah saya kembangkan?

2. Menurut Bapak/Ibu, apakah kekurangan dari materi yang saya kembangkan?

3. Apa saran Bapak/Ibu untuk memperbaiki kekurangan tersebut?

-TERIMA KASIH-

REKOMENDASI

Mengacu pada hasil penilaian diatas, materi Unit 1 dengan judul “Let’s Plan Our Adventurous Trip” (Layak Tanpa Revisi/ Layak dengan Revisi/ Tidak Layak)* untuk diimplementasikan sebagai materi pembelajaran Bahasa Inggris kelas X SMK Jurusan Usaha Perjalanan Wisata. Adapun revisi yang diberikan ialah sebagai berikut:

NO	Task	Revisi

*) coret yang tidak perlu

Yogyakarta, ... Juli 2014

()
NIP.

EVALUASI MATERI PEMBELAJARAN UNIT 2

“STORIES BEHIND WONDERFUL PLACES”

Kelayakan Isi					
NO	Pernyataan	SS	S	TS	STS
1.	Materi sesuai dengan KI dan KD Bahasa Inggris SMK Kelas X.				
2.	Materi mencakup teks-teks fungsional sederhana tentang kehidupan sehari-hari dan bidang usaha perjalanan wisata untuk mengembangkan keterampilan mendengar, berbicara, membaca, dan menulis.				
3.	Materi mencakup cukup banyak teks yang relevan dengan kehidupan siswa sehari-hari dengan tujuan pembiasaan terhadap jenis teks yang bersangkutan.				
4.	Materi mencakup bimbingan pemahaman tentang fungsi sosial sebuah teks.				
5.	Materi mencakup bimbingan pemahaman tentang unsur dan makna suatu teks.				
6.	Materi mencakup bimbingan pemahaman tentang fitur linguistik sebuah teks.				
7.	Materi mencakup bimbingan yang membantu siswa menghasilkan teks lisan dan tertulis untuk mencapai fungsi sosial teks tersebut dengan memperhatikan makna dan fitur linguistik.				
8.	Materi ini mengarahkan siswa berlatih berkomunikasi dalam lingkup komunikasi fungsional, yakni berkomunikasi dalam kehidupan sehari-hari seperti menyusun teks recount lisan dan tulis, sederhana, tentang kegiatan, kejadian, peristiwa, dengan				

	memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks				
9.	Materi ini dapat mengarahkan siswa untuk berpikir runtut dan sistematis.				
10.	Materi ini mencakup teks-teks yang memiliki makna atau istilah yang lazim digunakan dalam konteks profesional (bidang usaha perjalanan wisata)				
11.	Materi ini dapat mengarahkan siswa berkomunikasi menggunakan Bahasa Inggris yang akurat dan berterima				
12.	Materi ini mencakup teks, gambar, dan lampiran yang relevan dengan topik-topik dalam bidang dan dunia kerja usaha perjalan wisata.				
13.	Materi ini dapat memotivasi siswa mengembangkan kecakapan vokasional.				

Lain-lain : _____

_____.

Bahasa					
NO	Pernyataan	SS	S	TS	STS
14.	Materi ini menggunakan Bahasa Inggris yang benar sesuai dengan tata Bahasa Inggris (<i>grammatical</i>)				
15.	Materi ini menggunakan ejaan Bahasa Inggris (<i>spelling</i>) yang benar dan tepat.				
16.	Materi ini menggunakan pilihan kata (<i>word choice</i>) Bahasa Inggris yang benar dan tepat.				
17.	Penjelasan dalam materi ini menggunakan bahasa yang sesuai dengan tingkat perkembangan kognitif peserta didik.				
18.	Instruksi di dalam materi ini menggunakan				

	bahasa yang sesuai dengan tingkat perkembangan kognitif peserta didik.				
19.	Penjelasan di dalam materi ini menggunakan bahasa yang sesuai dengan tingkat kemampuan berbahasa peserta didik.				
20.	Instruksi di dalam materi ini menggunakan bahasa yang sesuai dengan tingkat kemampuan berbahasa peserta didik.				
21.	Materi ini mencerminkan keruntutan makna pada satu bagian/bab/subbab/paragraph/kalimat.				
22.	Materi ini mencerminkan ketertautan makna pada satu bagian/bab/subbab/paragraph/kalimat.				

Lain-lain : _____

_____.

Penyajian					
NO	Pernyataan	SS	S	TS	STS
23.	Materi disajikan secara runtut dan berkesinambungan yaitu dimulai dengan <i>getting started, main activities, evaluation, dan refelection.</i>				
24.	Materi disajikan dalam bentuk teks, kegiatan pembelajaran, ilustrasi secara seimbang				
25.	Materi ini mendorong terjadinya interaksi dalam Bahasa Inggris antar siswa, siswa dan guru, dan siswa dengan lingkungan yang lebih luas.				
26.	Materi ini mendorong inisiatif dan kreativitas siswa untuk berkomunikasi secara lisan dan tertulis.				
27.	Materi ini mendorong siswa melakukan refleksi dan evaluasi dalam kegiatan belajar dan berkomunikasi dalam Bahasa Inggris.				

28.	Materi ini mencakup cukup kegiatan pembelajaran (<i>task</i>) yang akan mendukung siswa untuk berkomunikasi secara lisan.				
29.	Materi ini mencakup cukup kegiatan pembelajaran (<i>task</i>) yang akan mendukung siswa untuk berkomunikasi secara tertulis.				
30.	Kegiatan pembelajaran (<i>task</i>) disusun secara sistematis, diawali dengan <i>guided activities</i> dan diakhiri dengan <i>free guided activities</i> .				
31.	Kegiatan pembelajaran (<i>task</i>) disusun secara sistematis, berurutan dari yang paling mudah ke yang paling sulit.				
32.	Teks dan gambar mempunyai identitas seperti judul, nomor, atau rujukan.				
33.	Materi ini dilengkapi dengan penjelasan dan daftar kosa kata yang cukup dan sesuai.				

Lain-lain : _____

_____.

Kegrafikan					
NO	Pernyataan	SS	S	TS	STS
34.	Tampilan materi menarik.				
35.	Penggunaan huruf dan warna dapat dibaca dengan mudah.				
36.	Jenis huruf yang digunakan tidak berlebihan.				
37.	Penggunaan variasi huruf dan warna tidak berlebihan.				
38.	Ilustrasi yang digunakan relevan dengan topik dan isi materi.				
39.	Penggunaan ilustrasi bersifat estetik dan fungsional.				
40.	Penempatan ilustrasi proporsional dan tidak				

	mengganggu penyajian materi.				
--	------------------------------	--	--	--	--

Lain-lain : _____

Isi dan Bahasa Komik Strip					
NO	Pernyataan	SS	S	TS	STS
41.	Isi cerita yang ada di dalam komik strip mencapai suatu tujuan komunikasi.				
42.	Isi cerita yang ada di dalam komik diceritakan dengan jelas.				
43.	Alur cerita yang ada di dalam komik disampaikan dengan baik.				
44.	Pilihan kata yang digunakan relevan dengan tujuan komunikasi				
45.	Pilihan kata yang digunakan sesuai dengan tema cerita.				
46.	Dialog berhubungan dengan tema				
47.	Dialog yang diucapkan oleh karakter dan tindakan yang dilakukan oleh karakter berkesinambungan.				

Lain-lain : _____

Tanggapan Umum terhadap Materi

4. Secara umum bagaimana pendapat Bapak/Ibu mengenai materi yang telah saya kembangkan?

5. Menurut Bapak/Ibu, apakah kekurangan dari materi yang saya kembangkan?

6. Apa saran Bapak/Ibu untuk memperbaiki kekurangan tersebut?

-TERIMA KASIH-

REKOMENDASI

Mengacu pada hasil penilaian diatas, materi Unit 2 dengan judul “Stories behind Wonderful Places” (Layak Tanpa Revisi/ Layak dengan Revisi/ Tidak Layak)* untuk diimplementasikan sebagai materi pembelajaran Bahasa Inggris kelas X SMK Jurusan Usaha Perjalanan Wisata. Adapun revisi yang diberikan ialah sebagai berikut:

NO	Task	Revisi

*) coret yang tidak perlu

Yogyakarta, ... Juli 2014

()
NIP.

EVALUASI MATERI PEMBELAJARAN UNIT 3

“LET’S TELL OUR ADVENTUROUS TRIP”

Kelayakan Isi					
NO	Pernyataan	SS	S	TS	STS
1.	Materi sesuai dengan KI dan KD Bahasa Inggris SMK Kelas X.				
2.	Materi mencakup teks-teks fungsional sederhana tentang kehidupan sehari-hari dan bidang usaha perjalanan wisata untuk mengembangkan keterampilan mendengar, berbicara, membaca, dan menulis.				
3.	Materi mencakup cukup banyak teks yang relevan dengan kehidupan siswa sehari-hari dengan tujuan pembiasaan terhadap jenis teks yang bersangkutan.				
4.	Materi mencakup bimbingan pemahaman tentang fungsi sosial sebuah teks.				
5.	Materi mencakup bimbingan pemahaman tentang unsur dan makna suatu teks.				
6.	Materi mencakup bimbingan pemahaman tentang fitur linguistik sebuah teks.				
7.	Materi mencakup bimbingan yang membantu siswa menghasilkan teks lisan dan tertulis untuk mencapai fungsi sosial teks tersebut dengan memperhatikan makna dan fitur linguistik.				
8.	Materi ini mengarahkan siswa berlatih berkomunikasi dalam lingkup komunikasi fungsional, yakni berkomunikasi dalam kehidupan sehari-hari seperti menangkap makna teks naratif lisan dan tulis berbentuk cerita pendek sederhana.				
9.	Materi ini dapat mengarahkan siswa untuk				

	berpikir runtut dan sistematis.				
10.	Materi ini mencakup teks-teks yang memiliki makna atau istilah yang lazim digunakan dalam konteks profesional (bidang usaha perjalanan wisata)				
11.	Materi ini dapat mengarahkan siswa berkomunikasi menggunakan Bahasa Inggris yang akurat dan berterima				
12.	Materi ini mencakup teks, gambar, dan lampiran yang relevan dengan topik-topik dalam bidang dan dunia kerja usaha perjalanan wisata.				
13.	Materi ini dapat memotivasi siswa mengembangkan kecakapan vokasional.				

Lain-lain : _____

_____.

Bahasa					
NO	Pernyataan	SS	S	TS	STS
14.	Materi ini menggunakan Bahasa Inggris yang benar sesuai dengan tata Bahasa Inggris (<i>grammatical</i>)				
15.	Materi ini menggunakan ejaan Bahasa Inggris (<i>spelling</i>) yang benar dan tepat.				
16.	Materi ini menggunakan pilihan kata (<i>word choice</i>) Bahasa Inggris yang benar dan tepat.				
17.	Penjelasan dalam materi ini menggunakan bahasa yang sesuai dengan tingkat perkembangan kognitif peserta didik.				
18.	Instruksi di dalam materi ini menggunakan bahasa yang sesuai dengan tingkat perkembangan kognitif peserta didik.				
19.	Penjelasan di dalam materi ini menggunakan				

	bahasa yang sesuai dengan tingkat kemampuan berbahasa peserta didik.				
20.	Instruksi di dalam materi ini menggunakan bahasa yang sesuai dengan tingkat kemampuan berbahasa peserta didik.				
21	Materi ini mencerminkan keruntutan makna pada satu bagian/bab/subbab/paragraph/kalimat.				
22.	Materi ini mencerminkan ketertautan makna pada satu bagian/bab/subbab/paragraph/kalimat.				

Lain-lain : _____

Penyajian					
NO	Pernyataan	SS	S	TS	STS
23.	Materi disajikan secara runtut dan berkesinambungan yaitu dimulai dengan <i>getting started, main activities, evaluation, dan refelection.</i>				
24.	Materi disajikan dalam bentuk teks, kegiatan pembelajaran, ilustrasi secara seimbang				
25.	Materi ini mendorong terjadinya interaksi dalam Bahasa Inggris antar siswa, siswa dan guru, dan siswa dengan lingkungan yang lebih luas.				
26.	Materi ini mendorong inisiatif dan kreativitas siswa untuk berkomunikasi secara lisan dan tertulis.				
27.	Materi ini mendorong siswa melakukan refleksi dan evaluasi dalam kegiatan belajar dan berkomunikasi dalam Bahasa Inggris.				
28.	Materi ini mencakup cukup kegiatan pembelajaran (<i>task</i>) yang akan mendukung siswa untuk berkomunikasi secara lisan.				

29.	Materi ini mencakup cukup kegiatan pembelajaran (<i>task</i>) yang akan mendukung siswa untuk berkomunikasi secara tertulis.				
30	Kegiatan pembelajaran (<i>task</i>) disusun secara sistematis, diawali dengan <i>guided activities</i> dan diakhiri dengan <i>free guided activities</i> .				
31.	Kegiatan pembelajaran (<i>task</i>) disusun secara sistematis, berurutan dari yang paling mudah ke yang paling sulit.				
32.	Teks dan gambar mempunyai identitas seperti judul, nomor, atau rujukan.				
33.	Materi ini dilengkapi dengan penjelasan dan daftar kosa kata yang cukup dan sesuai.				

Lain-lain : _____

 _____.

Kegrafikan					
NO	Pernyataan	SS	S	TS	STS
34.	Tampilan materi menarik.				
35.	Penggunaan huruf dan warna dapat dibaca dengan mudah.				
36.	Jenis huruf yang digunakan tidak berlebihan.				
37.	Penggunaan variasi huruf dan warna tidak berlebihan.				
38.	Ilustrasi yang digunakan relevan dengan topik dan isi materi.				
39.	Penggunaan ilustrasi bersifat estetik dan fungsional.				
40	Penempatan ilustrasi proporsional dan tidak mengganggu penyajian materi.				

Lain-lain : _____

Isi dan Bahasa Komik Strip					
NO	Pernyataan	SS	S	TS	STS
41.	Isi cerita yang ada di dalam komik strip mencapai suatu tujuan komunikasi.				
42.	Isi cerita yang ada di dalam komik diceritakan dengan jelas.				
43.	Alur cerita yang ada di dalam komik disampaikan dengan baik.				
44.	Pilihan kata yang digunakan relevan dengan tujuan komunikasi				
45.	Pilihan kata yang digunakan sesuai dengan tema cerita.				
46.	Dialog berhubungan dengan tema				
47.	Dialog yang diucapkan oleh karakter dan tindakan yang dilakukan oleh karakter berkesinambungan.				

Lain-lain : _____

Tanggapan Umum terhadap Materi

7. Secara umum bagaimana pendapat Bapak/Ibu mengenai materi yang telah saya kembangkan?

8. Menurut Bapak/Ibu, apakah kekurangan dari materi yang saya kembangkan?

9. Apa saran Bapak/Ibu untuk memperbaiki kekurangan tersebut?

-TERIMA KASIH-

REKOMENDASI

Mengacu pada hasil penilaian diatas, materi Unit 2 dengan judul “Let’s Tell Our Adventurous Trip” (Layak Tanpa Revisi/ Layak dengan Revisi/ Tidak Layak)* untuk diimplementasikan sebagai materi pembelajaran Bahasa Inggris kelas X SMK Jurusan Usaha Perjalanan Wisata. Adapun revisi yang diberikan ialah sebagai berikut:

NO	Task	Revisi

*) coret yang tidak perlu

Yogyakarta, ... Juli 2014

()
NIP.



Jurusan Pendidikan Bahasa Inggris
Fakultas Bahasa dan Seni
Universitas Negeri Yogyakarta

Alamat: Karangmalang, Caturtunggal, Depok, Sleman, Yogyakarta 55281

Yogyakarta, ... Juni 2014

Nomor :

Hal : Permohonan Menjadi Validator Ilustrasi

Kepada

Yth. Bapak/Ibu _____

di tempat

Dengan hormat,

Dalam rangka penelitian tentang pengembangan materi pembelajaran Bahasa Inggris bagi SMK kelas X jurusan Usaha Perjalanan Wisata SMK N 6 Yogyakarta dengan judul ***“Developing Comic Strip-Based Learning Materials for Grade X Students of Travel Agent Department of SMK N 6 Yogyakarta”***, maka pada kesempatan ini saya meminta kesediaan Bapak/Ibu berkenan menjadi validator ilustrasi untuk memberikan penilaian maupun masukan berupa saran atau kritik terhadap materi pembelajaran tersebut, khususnya dalam hal ilustrasi komik.

Penilaian yang diberikan akan sangat berguna untuk melakukan revisi dalam rangka mencapai kelayakan materi pembelajaran tersebut.

Demikian atas perhatian dan kesediaan Bapak/Ibu, kami ucapkan terima kasih.

Yogyakarta, Juni 2014

Mengetahui,
Dosen Pembimbing

Peneliti

Jaka Priyana, Ph.D.
NIP. 19650122 199001 1 001

Sahnaz Natasya Fath
NIM. 10202241009

**ANGKET EVALUASI MATERI PEMBELAJARAN BAHASA INGGRIS SMK
JURUSAN USAHA PERJALANAN WISATA**

Angket ini bertujuan untuk mengevaluasi ilustrasi komik dalam materi pembelajaran Bahasa Inggris untuk siswa kelas X jurusan Usaha Perjalanan Wisata di SMK N 6 Yogyakarta yang berbasis komik strip.

A. Data Responden

1. Nama :
2. Usia :
3. Jenis Kelamin :L/P
4. Pendidikan : (nama Universitas)
 - ☐ S1 :
 - ☐ S2 :
 - ☐ S3 :
5. Lama Mengajar: Tahun

B. Evaluasi Materi

Petunjuk Pengisian

Berilah tanda centang (√) pada salah satu kolom jawaban yang sesuai dengan pendapat Anda.

Keterangan:

- SS : Sangat Setuju
S : Setuju
TS : Tidak Setuju
STS : Sangat Tidak Setuju

Panel					
NO	Pernyataan	SS	S	TS	STS
1.	Panel-panel merujuk pada tema dalam cerita.				
2.	Bentuk bingkai panel yang digunakan dapat membantu pembaca memahami cerita.				
3.	Perpindahan atau alur panel membantu pembaca untuk memahami alur cerita.				
4.	Sudut pandang panel membantu pembaca memahami cerita.				
5.	Ukuran panel yang digunakan efisien.				
6.	Jumlah panel yang digunakan efisien.				
Tokoh dan Penokohan					
7.	Tokoh yang ada dalam cerita mudah diidentifikasi.				
8.	Ungkapan perasaan tokoh digambarkan dengan baik melalui mimik muka tokoh.				
9.	Ungkapan perasaan tokoh digambarkan dengan baik melalui bahasa tubuh.				
Latar Belakang dan Properti (<i>Landscape and Props</i>)					
10.	Latar belakang yang diilustrasikan sesuai dengan tema cerita.				
11.	Latar belakang yang digambarkan dapat membantu pembaca untuk memahami isi cerita				
12.	Variasi warna yang digunakan untuk latar belakang tidak berlebihan				
13.	Properti yang ada ditambahkan sesuai dengan tema cerita.				
14.	Properti yang ditambahkan dapat membantu pembaca untuk memahami isi cerita.				
15.	Variasi warna yang digunakan untuk properti tidak berlebihan				
Caption dan Speech Balloon					
16.	<i>Caption</i> yang dituliskan berhubungan dengan				

	latar belakang dalam panel				
17.	Penempatan <i>caption</i> tidak mengganggu ilustrasi cerita.				
18	Variasi dari <i>speech balloon</i> membantu pembaca mengetahui emosi dari karakter				
19.	Penempatan <i>speech balloon</i> tidak mengganggu ilustrasi cerita.				

Lain-lain :

-TERIMA KASIH-

APPENDIX H

THE EXPERT JUDGEMENT DATA

ATHE RESULT OF MATERIALS EVALUATION QUESTIONNAIRE (EXPERT JUDGEMENT)

UNIT 1

Aspect	Items	Score
Content	The developed materials are in accordance with Core Competence and basic Competencies of Vocational High School Grade X	4
	The materials developed contain functional text about daily life and Travel Agent field to develop listening, speaking, reading and writing skill,	4
	The materials developed contain texts which are relevant to students' daily life	4
	The materials developed lead the student to comprehend the social function of a text	4
	The materials lead the student to comprehend unsure and meaning of a text	4
	The materials lead the student to comprehend linguistic features of a text	4
	The materials lead the students to produce spoken and written text	4
	The materials developed lead the students to communicate functionally	4
	The materials lead the students to think systematically	4
	The materials contain texts that are used in Travel Agent work field	4
	The materials developed lead the student to communicate accurately	3
	The materials contain texts and pictures that are relevant to topic in Travel Agent	4
	The materials can motivate the students to develop vocational skill	4
Language	The materials are developed in grammatical English.	4
	The spelling of the language of instruction is in accordance with spelling principle.	4
	The choice of words of the materials is in accordance with word choice principle.	4
	The language used in the explanation is relevant to students' cognitive development	4
	The language of instruction is relevant to students' cognitive development	4
	The language used in the explanation can be easily understood by the students.	4
	The language of instruction can be easily understood by the students	4
	The materials show a meaning organization in each part	4
Presentation	The materials show a meaning relationship in each part	4
	The materials developed are presented systematically	4

	from getting started, main activities, evaluation, and reflection.	
	The materials developed are presented in the form of texts, activity and illustration	4
	The materials encourage the interaction among the students, between teacher and students, and the students with the environment	4
	The materials developed encourage the students' initiative and creativity in spoken and written communication	4
	The materials developed encourage the students' to do reflection and evaluation in learning activity	4
	The materials contain tasks that encourage the student to perform spoken communication	4
	The materials contain tasks that encourage the student to perform written communication	4
	The developed tasks are organized systematically from the guided activities to free guided activities	3
	The developed tasks are graded from the easiest task up to the most difficult task.	4
	Texts and pictures have clear identity	4
	The developed materials contain vocabulary that is related to the topic of the unit.	4
Layout	The layout of the materials developed is interesting	4
	The use of the letter and color can be read easily	3
	The fonts used are not too various.	4
	The fonts and the color used are not too various.	4
	The illustration used is relevant to the topic	4
	The pictures are provided for aesthetic and functional purposes.	3
	The use of the illustration do not interrupt the materials layout	4
Content and Language in the Comic Strip	The story in the comic strip is created for communication purpose	4
	The story is presented clearly	4
	The plot of the story is well presented	4
	The word choice is relevant to communication purpose	4
	The word choice is suitable to the topic of the story	4
	The dialog is related to the topic of the story	4
	The dialog and the body language are appropriate	4

UNIT 2

Aspect	Items	Score
Content	The developed materials are in accordance with Core Competence and basic Competencies of Vocational High School Grade X	4
	The materials developed contain functional text about daily life and Travel Agent field to develop listening, speaking, reading	4

	and writing skill,	
	The materials developed contain texts which are relevant to students' daily life	4
	The materials developed lead the student to comprehend the social function of a text	4
	The materials lead the student to comprehend unsure and meaning of a text	4
	The materials lead the student to comprehend linguistic features of a text	4
	The materials lead the students to produce spoken and written text	4
	The materials developed lead the students to communicate functionally	4
	The materials lead the students to think systematically	4
	The materials contain texts that are used in Travel Agent work field	4
	The materials developed lead the student to communicate accurately	3
	The materials contain texts and pictures that are relevant to topic in Travel Agent	4
	The materials can motivate the students to develop vocational skill	4
Language	The materials are developed in grammatical English.	4
	The spelling of the language of instruction is in accordance with spelling principle.	4
	The choice of words of the materials is in accordance with word choice principle.	4
	The language used in the explanation is relevant to students' cognitive development	4
	The language of instruction is relevant to students' cognitive development	4
	The language used in the explanation can be easily understood by the students.	4
	The language of instruction can be easily understood by the students	4
	The materials show a meaning organization in each part	4
	The materials show a meaning relationship in each part	4
Presentation Layout	The materials developed are presented systematically from getting started, main activities, evaluation, and reflection.	4
	The materials developed are presented in the form of texts, activity and illustration	4
	The materials encourage the interaction among the students, between teacher and students, and the students with the environment	4
	The materials developed encourage the students' initiative and creativity in spoken and written communication	4
	The materials developed encourage the students' to do reflection and evaluation in learning activity	4
	The materials contain tasks that encourage the student to	3

	perform spoken communication	
	The materials contain tasks that encourage the student to perform written communication	4
	The developed tasks are organized systematically from the guided activities to free guided activities	4
	The developed tasks are graded from the easiest task up to the most difficult task.	4
	Texts and pictures have clear identity	4
	The developed materials contain vocabulary that is related to the topic of the unit.	4
Layout	The layout of the materials developed is interesting	4
	The use of the letter and color can be read easily	3
	The fonts used are not too various.	4
	The fonts and the color used are not too various.	4
	The illustration used is relevant with the topic	4
	The pictures are provided for aesthetic and functional purposes.	3
	The use of the illustration do not interrupt the materials layout	4
Content and Language in the Comic Strip	The story in the comic strip is created for communication purpose	4
	The story is presented clearly	4
	The plot of the story is well presented	3
	The word choice is relevant to communication purpose	4
	The word choice is suitable to the topic of the story	4
	The dialog is related to the topic of the story	4
	The dialog and the body language are appropriate	4

UNIT 3

Aspect	Items	Score
Content	The developed materials are in accordance with Core Competence and basic Competencies of Vocational High School Grade X	4
	The materials developed contain functional text about daily life and Travel Agent field to develop listening, speaking, reading and writing skill,	4
	The materials developed contain texts which are relevant to students' daily life	4
	The materials developed lead the student to comprehend the social function of a text	4
	The materials lead the student to comprehend unsure and meaning of a text	4
	The materials lead the student to comprehend linguistic features of a text	4
	The materials lead the students to produce spoken and written text	4
	The materials developed lead the students to communicate	4

	functionally	
	The materials lead the students to think systematically	4
	The materials contain texts that are used in Travel Agent work field	4
	The materials developed lead the student to communicate accurately	4
	The materials contain texts and pictures that are relevant to topic in Travel Agent	3
	The materials can motivate the students to develop vocational skill	4
Language	The materials are developed in grammatical English.	4
	The spelling of the language of instruction is in accordance with spelling principle.	4
	The choice of words of the materials is in accordance with word choice principle.	4
	The language used in the explanation is relevant to students' cognitive development	4
	The language of instruction is relevant to students' cognitive development	3
	The language used in explanation can be easily understood by the students.	4
	The language of instruction can be easily understood by the students	4
	The materials show a meaning organization in each part	4
	The materials show a meaning relationship in each part	4
Presentation	The materials developed are presented systematically from getting started, main activities, evaluation, and reflection.	4
	The materials developed are presented in the form of texts, activity and illustration	4
	The materials encourage the interaction among the students, between teacher and students, and the students with the environment	4
	The materials developed encourage the students' initiative and creativity in spoken and written communication	4
	The materials developed encourage the students' to do reflection and evaluation in learning activity	4
	The materials contain tasks that encourage the student to perform spoken communication	3
	The materials contain tasks that encourage the student to perform written communication	4
	The developed tasks are organized systematically from the guided activities to free guided activities	4
	The developed tasks are graded from the easiest task up to the most difficult task.	4
	Texts and pictures have clear identity	4
	The developed materials contain vocabulary that is related to the topic of the unit.	4
Layout	The layout of the materials developed is interesting	4
	The use of the letter and color can be read easily	4

	The fonts used are not too various.	4
	The fonts and the color used are not too various.	4
	The illustration used is relevant to the topic	4
	The pictures are provided for aesthetic and functional purposes.	4
	The use of the illustration do not interrupt the materials layout	4
Content and Language in the Comic Strip	The story in the comic strip is created for communication purpose	4
	The story is presented clearly	4
	The plot of the story is well presented	3
	The word choice is relevant to communication purpose	4
	The word choice is suitable to the topic of the story	4
	The dialog is related to the topic of the story	4
	The dialog and the body language are appropriate	4

FIRST JUDGMENT OF COMIC STRIP ILLUSTRATION

Aspect	Items	Score
Panel	Panels refer to the topic of the story	2
	The shape of the panel frame can help the readers to comprehend the story	1
	The movement of panels can help the readers to comprehend the plot of the story	2
	The panel point of view can help the readers to comprehend the story	2
	The size of the panel is efficient	3
	The amount of the panel is efficient	3
Characterization	The characters in the story are easily identified	2
	The facial expression of the characters presents the feeling of the characters	2
	The body language of the character presents the feeling of the characters	2
Landscape and Properties	The landscape presents the theme of the story	3
	The landscape presented can help the readers to comprehend the content of the story	3
	The color variation is not too much	2
	The properties used are appropriate with the theme of the story	2
	The properties used can help the readers to comprehend the content of the story	2
	The color variation used for properties is not too much	2
Caption and Speech Balloon	The caption is related to the landscape and panel	2
	The use of caption does not intrude the illustration of the story	2
	The variation of speech balloon can help the reader to understand the characters' feeling	2

	The use of speech balloon does not intrude the illustration of the story	2
--	--	---

SECOND JUDGMENT OF COMIC STRIP ILLUSTRATION

Aspect	Items	Score
Panel	Panels refer to the topic of the story	4
	The shape of the panel frame can help the readers to comprehend the story	4
	The movement of panels can help the readers to comprehend the plot of the story	4
	The panel point of view can help the readers to comprehend the story	4
	The size of the panel is efficient	4
	The amount of the panel is efficient	4
Characterization	The characters in the story are easily identified	3
	The facial expression of the characters presents the feeling of the characters	3
	The body language of the character presents the feeling of the characters	4
Landscape and Properties	The landscape presents the theme of the story	4
	The landscape presented can help the readers to comprehend the content of the story	4
	The color variation is not too much	4
	The properties used are appropriate with the theme of the story	4
	The properties used can help the readers to comprehend the content of the story	4
	The color variation used for properties is not too much	4
Caption and Speech Balloon	The caption is related to the landscape and panel	4
	The use of caption does not intrude the illustration of the story	4
	The variation of speech balloon can help the reader to understand the characters' feeling	4
	The use of speech balloon does not intrude the illustration of the story	4

APPENDIX I

THE REVISIONS OF THE UNITS

The Revisions of Unit 1

Part of the Unit	Points to be Revised	Revision
Title Page	Give the identity of the pictures	The identity of the pictures is given.
Task 1	No revision	No revision
Task 2	No revision	No revision
Task 3	No revision	No revision
Task 4	No revision	The comic strip is changed becoming creative comic.
Task 5	No revision	No revision
Task 6	Pay attention to the grammar in chat room .	The word “an” is added before the word adventurous.
Task 7	No revision	The comic strip is changed to be creative comic.
Task 8	No revision	No revision
Task 9	No revision	No revision
Task 10	No revision	No revision
Task 11	No revision	The comic strip is minimized.
Task 12	No revision	No revision
Task 13	No revision	No revision
Task 14	No revision	No revision
Task 15	No revision	No revision
Task 16	No revision	The comic strip is changed to be creative comic.
Task 17	No revision	No revision
Task 18	No revision	No revision
Task 19	The task is almost the same as the next one and the picture of the comic strip is not only show the speakers when they are speaking but also show the situation that the speaker talking about.	<ul style="list-style-type: none"> - The comic strip is changed used the comic strips in the next task. - The comic strip is changed becoming creative comic.
Task 20	No revision	No revision
Task 21	No revision	No revision
Task 22	No revision	No revision
Task 23	In the free production, the students should ask to use the language based on the pictures or comic strip provided.	In the task, the pictures are provided and the instruction is changed.
Homework Task 24	No revision	No revision

Evaluation Task 25	No revision	No revision
Task 26	No revision	No revision
Reflection	No revision	No revision
Summary	No revision	No revision
Vocabulary List	No revision	No revision

The Revisions of Unit 2

Part of the Unit	The Points to be Revised	Revision
Title Page	Give the identity of the pictures	The identity of the pictures is given
Task 1	No revision	No revision
Task 2	No revision	No revision
Task 3	No revision	The pictures are not magnified and the comic strips are changed.
Task 4	No revision	No revision
Task 5	No revision	No revision
Task 6	No revision	No revision
Task 7	No revision	The pictures are not magnified and the comic strip are changed.
Task 8	No revision	No revision
Task 9	No revision	No revision
Task 10	No revision	No revision
Task 11	No revision	No revision
Task 12	No revision	No revision
Task 13	No revision	The pictures are not magnified and the comic strip are changed.
Task 14	No revision	No revision
Task 15	No revision	No revision
Task 16	No revision	No revision
Task 17	No revision	No revision
Task 18	No revision	No revision
Task 19	No revision	No revision
Task 20	No revision	No revision
Task 21	No revision	No revision
Task 22	Change the activity become spoken activity	The activity of the task is changed into spoken activity.
Task 23	No revision	No revision
Task 24	Provide the pictures of the story	The pictures of the story are provided and the instruction is changed.

Task 25	Add this task to the previous task	The task is add in the previous task
Homework Task 26	No revision	No revision
Evaluation Task 27	No revision	The pictures are not magnified and the comic strip is changed.
Reflection	No revision	No revision
Summary	Give examples in point 3	The examples are given
Vocabulary List	No revision	No revision

The Revisions of Unit 3

Part of the Unit	Points to be Revised	Revision
Title Page	Give the identity of the pictures	The identity of the pictures is given.
Task 1	No revision	No revision
Task 2	No revision	No revision
Task 3	No revision	No revision
Task 4	No revision	The pictures are minimized.
Task 5	No revision	No revision
Task 6	No revision	No revision
Task 7	No revision	No revision
Task 8	No revision	No revision
Task 9	No revision	The comic strip is changed to be creative comic.
Task 10	No revision	No revision
Task 11	No revision	No revision
Task 12	Give picture to each sentence	The pictures are given.
Task 13	No revision	No revision
Task 14	Give boxes and spaces to the students to arrange the picture and to write their sentences	The boxes and the spaces are given.
Task 15	No revision	No revision
Task 16	No revision	No revision
Task 17	No revision	No revision
Task 18	The instruction is too long. Divide the task into two tasks	The task is divided into two tasks.
Task 19	No revision	No revision
Task 20	No revision	No revision
Task 21	No revision	No revision
Task 22	The use of comic strip is not efficient	The comic strip is deleted.
Task 23	No revision	No revision

Task 24	No revision	No revision
Task 25	No revision	No revision
Homework Task 26	No revision	No revision
Evaluation Task 27	Make the comic strip of the text	The comic strip is made.
Reflection	No revision	No revision
Summary	No revision	No revision
Vocabulary List	No revision	No revision

APPENDIX J

THE FINAL DRAFT
OF THE MATERIALS

UNIT 1

LET'S PLAN AN ADVENTUROUS TRIP

As a travel agent, you should know the clients' intention in making a travel. It is used to know what your clients want. Then, you will be able to arrange their travel well and make your customer satisfied. However, do you know what the expressions of stating intention that are usually used?



Picture 1.1



Picture 1.2



Picture 1.3



Picture 1.4

Getting Started

Task 1

Answer the following questions.

1. Have you planned something for the weekend?
2. What is it?
3. Where will you go?
4. With whom will you go there?

Task 2

Pronounce the following words.

NO	English	Phonetic Transcription
1	adventure	/əd'ventʃə r /
2	challenging	/'tʃælɪndʒɪŋ /
3	intention	/ɪn'ten.ʃ ə n/
4	plan	/plæn/
5	spend	/spend/
6	tour	/tuər/

Task 3

Draw a line to match the words with the Indonesian.

adventure

challenging

intention

plan

spend

tour

menghabiskan

bermaksud

petualangan

perjalanan

menantang

rencana

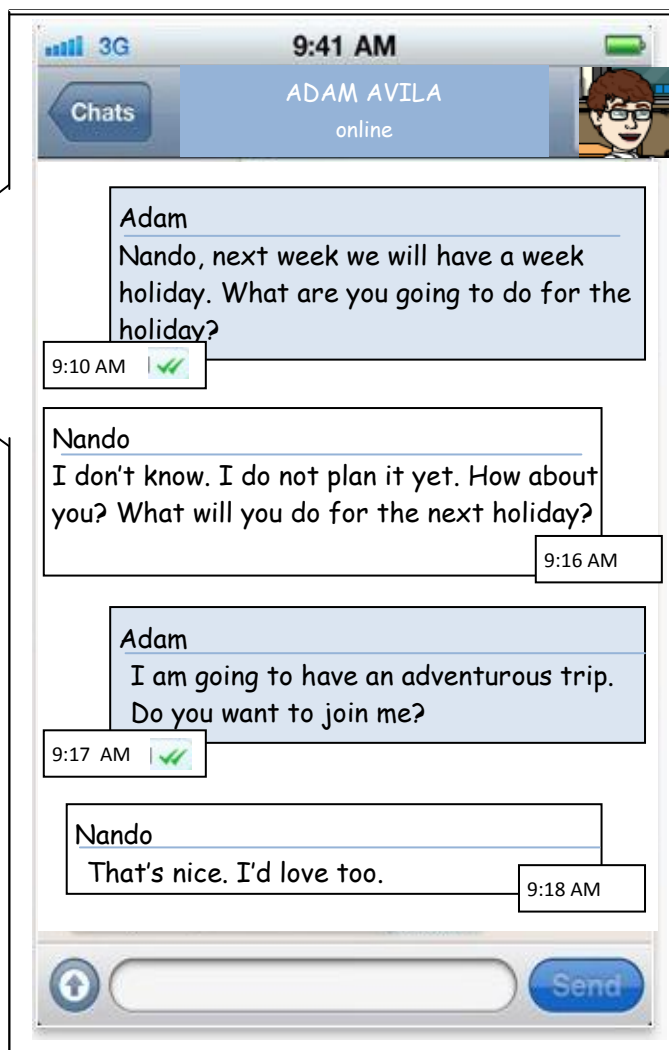
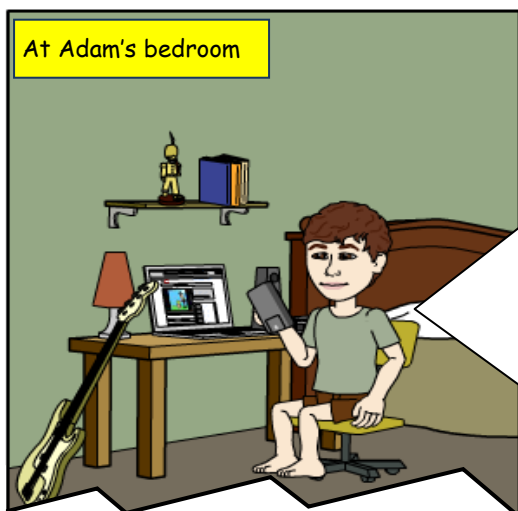


Written Cycle

Looking At

Task 4

Read the conversation in the chat room below and give a tick (✓) in the boxes for the items that you do not know and/or you want to know more.



<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

1. The meaning of the expressions “What are you going to do for the holiday?” and “What will you do for the next holiday?”
2. The meaning of the expression “I am going to have adventurous trip.”
3. The writer’s reason in writing “What are you going to do for the holiday?” and “What will you do for the next holiday?”
4. The writer’s reason in writing “I am going to have adventurous trip.”
5. The verb form used in expressing “I am going to have adventurous trip.”

Write more things you do not know and/or you want to know further below.

1. _____
2. _____
3. _____

Questioning

Task 5

Referring to the items that you do not know or you want to know more above, make relevant questions. Examples are given to you.

1. What is the meaning of the expressions “What are you going to do for the holiday?” and “What will you do for the next holiday?”?
2. What is the meaning of the expression “I am going to have an adventurous trip.”?
3. Why does the writer write “What are you going to do for the holiday?” and “What will you do for the next holiday?”
4. Why does the writer’s write “I am going to have adventurous trip.”
5. What is the verb form used in expressing “I am going to have adventurous trip.”
6. _____
7. _____
8. _____



FUN CORNER: Funny Questions Asked to Travel Agents

Sometimes, as a travel agent you will get some unexpected questions from your clients. And they may be funny. Here are some funny questions that often asked by clients:

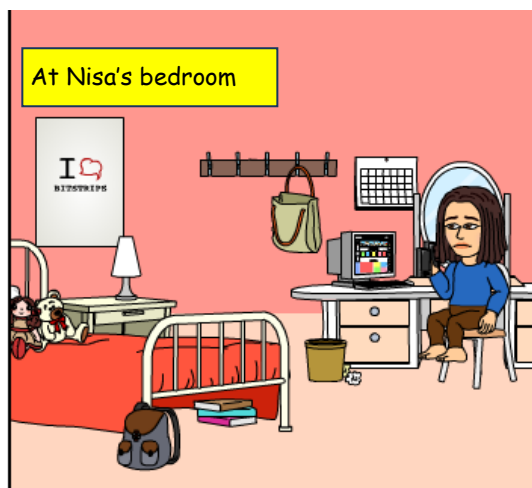
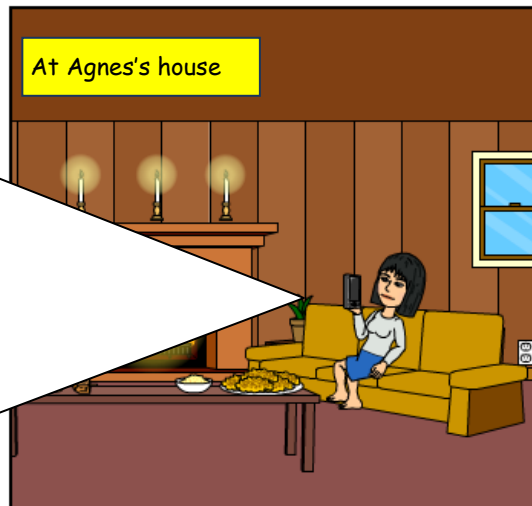
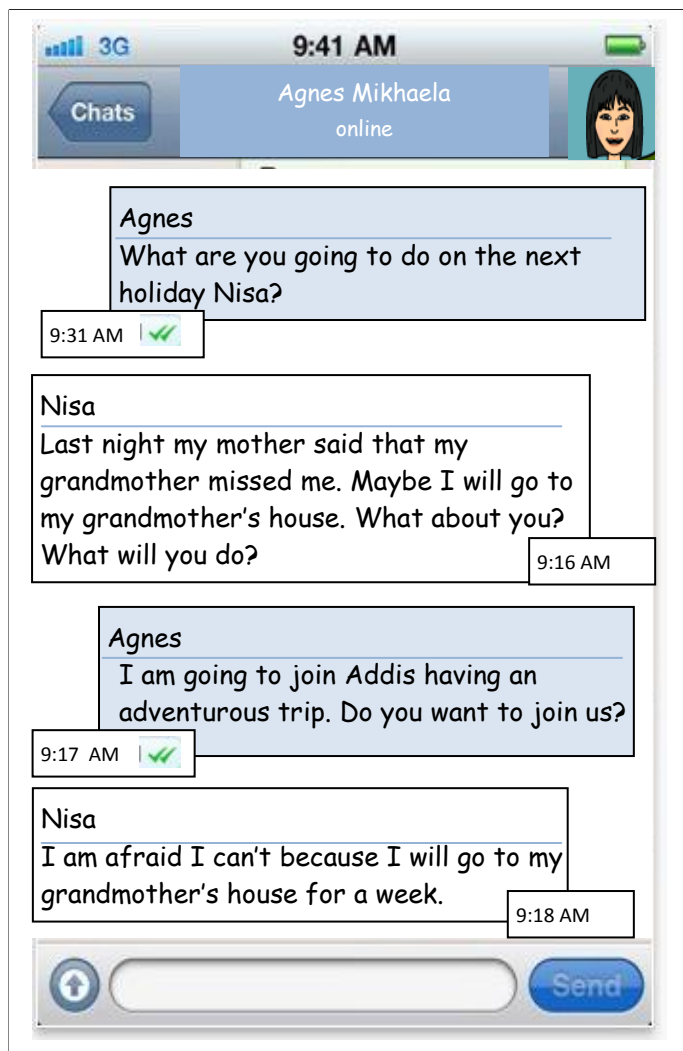
1. What language do they speak in Spain?
2. Do I have to use my real name to buy the ticket?
3. Is it safe to drink the bath water in Mexico?
4. Do I have to bring my own bedding?
5. Are there sharks in that ocean?

Source: <http://www.tripcentral.ca/blog/33-funny-questions-posed-to-travel-agents/>

Finding the Answer

Task 6

Read the conversation in the chat room below with your partner and answer the questions that follow. Report your answers to the class and ask your friends to give comments on your work.

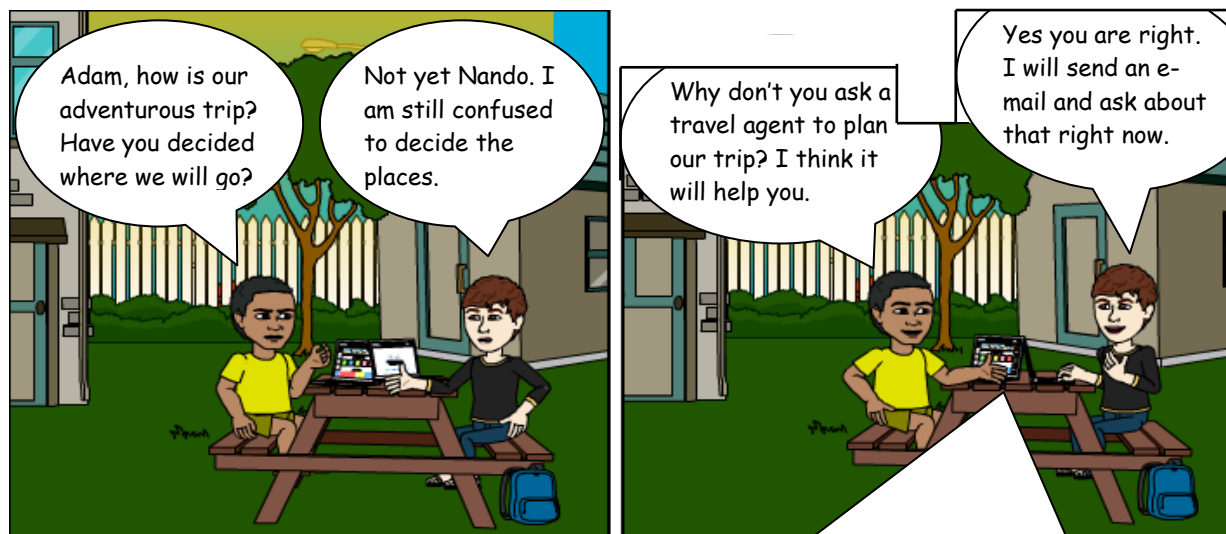


Questions

1. What is the topic of the chat above?
2. a. What is the meaning of the expression "What are you going to do..." in the text above?
b. In your opinion, why does the writer write that expression?
3. a. Where will Nisa go on her next holiday?
b. Which expression indicates your answer?
4. a. What is the meaning of the expression "What will you do..." in the text above?
b. In your opinion, why does the writer write that expression?
5. a. Will Nisa join the adventurous trip with Agnes?
b. Write the sentence that indicates your answer.

Task 7

Read the comic strip and the e-mail below with your partner and answer the questions that follow. Report your answer to the class and ask your friends to give comments on your work.



Send	Save as Draft	Cancel
------	---------------	--------

To	diamondtravelagent@yahoo.com	+
Cc		
Bcc		
Subject	Taking a tour	Attach Files

From
Adam
SMK N 6 Yogyakarta

To
The Manager
Diamond Travel Agent
Yogyakarta

Dear Sir,

I am planning to have a tour with my classmates. I intend to have adventurous tour. However, we only have three-day holidays. So, we are going to go to the nearest place to have the trip. I would like you to send me details of the itinerary and total charges including the transportation, hotel reservations, and meals. I think I also need an escort too.

I look forward to hearing from you soon.

Yours faithfully,

Adam

Questions

1. What is the topic of the e-mail sent by Adam?
2. a. What is the meaning of the expression “I am planning to.....” in the text above?
b. What do you think of the function of that expression?

3. a. What kind of tour that Addis plans to have?
b. Which expression indicates your answer?

4. a. What is the meaning of the expression “I intend to.....” in the text above?
b. What do you think of the function of that expression?

6. Why does Adam want a near place for his tour?

Task 8

Study the explanation below.

Asking Someone's Intention and Expressing Intention

a. Asking Someone's Intention

From Task 4 to task 6 you found several expressions such as:

- “What are you going to do for the holiday?” (Task 4)
- “What will you do for the next holiday?” (Task 4)
- “What are you going to do on the next holiday” .(Task 6)
- “What will you do?”(Task 6)

Those expressions are used to ask someone's intention or plan. Here are other examples of the expression of asking someone's intention:

- What are you doing tonight/tomorrow/on Saturday?
- What'll you be doing tonight/tomorrow?

b. Expressing Intention

From Task 4 to task 7 you found several expressions such as:

- I am going to have an adventurous trip. (Task 4)
- I am planning to have a tour with my classmates. (Task 7)
- I intend to have an adventurous tour.(Task 7)

Those expressions are used to state your intention or plan. Here are other examples of the expression of stating intention:

- I plan to
- I intend to
- I would like to

Task 9

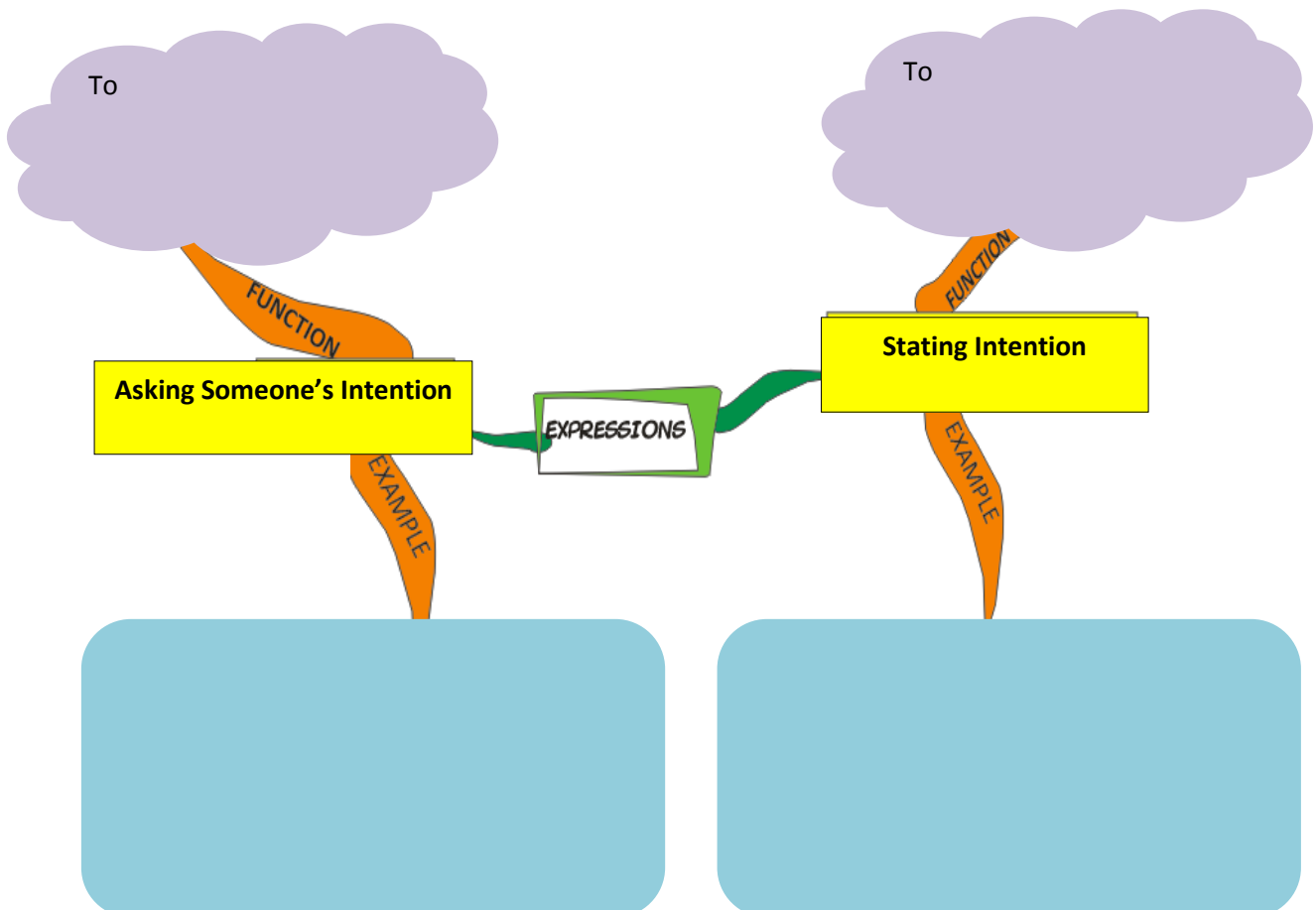
Read again the conversation in Task 4 and answer the following questions. Report your answers to the class and ask your friends to give comments on your work.

1. What is the meaning of the expressions “What are you going to do for the holiday?” and “What will you do for the next holiday?”?
2. What is the meaning of the expression “I am going to have an adventurous trip.”?
3. Why does the writer’s write “What are you going to do for the holiday?” and “What will you do for the next holiday?”
4. Why does the writer’s write “I am going to have adventurous trip.”

5. _____
6. _____
7. _____

Task 10

Complete and copy the diagram below on a piece of paper and put it on the display board. Ask your teacher and your friends to give comments on your work.



Task 11

Read the comic strip and the text that Adam sent in class group on Facebook below. Then, underline the verb form used to express intention.



Write Post



Add Photo/Video



Ask Question



Add File

Dear my friends in X UPW class,

Rizal and I intend to have an adventurous trip on our next holiday. As the travel agent suggested, we decide to have an adventurous trip to Magelang. There, we will play some high rope games and rafting. After that, we will go to Ambarawa to see the beauty of Pening swamp. We will also visit a historical place in Yogyakarta. So, for you who are planning to join us please confirm it. I will wait the confirmation until tomorrow evening. Don't forget to ask your parents' permission first.



X UPW

Post

FUN CORNER: Quotes

“Just to travel is rather boring, but to travel with a purpose is educational and exciting.” – Sargent Shriver -

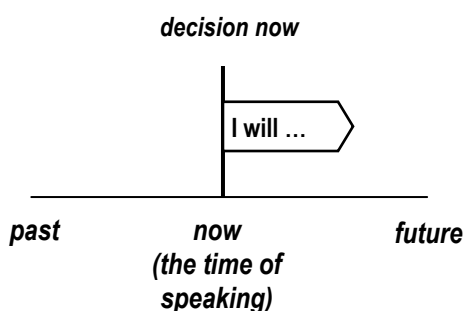
Task 12

Read the explanation below and complete the sentences that follow using “will” or “(be) going to”.

The use of “I will and (be) going to”

b. Will (‘ll)

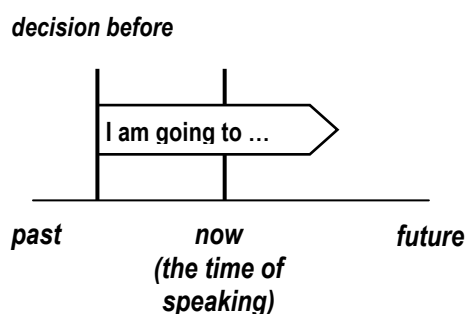
“will” is used when we decide to do something at the time of speaking. We have not decided before.



e.g. I **will** send an e-mail and ask the travel agent about the itinerary right now.

c. (be) going to

“(be) going to” is used when we have already decided to do something before the time of speaking.



e.g. I think I cannot join the trip because I **am going to** my grandmother’s house tomorrow.

- Lisa saved her money because she _____ go to Bali with her classmates.
- The information of our departure is not clear. I _____ call the travel agent now.
- That bag is too heavy for you to carry alone. I _____ help you.
- I got thirsty. I _____ buy some water in that shop.
- I think he cannot go to Jakarta for next holiday with us. He _____ go to his aunt’s house in Surabaya

Task 13

In pairs, read again the comic strip in Task 4 and answer the following question. Report your answer to the class and ask your friends to give comments on your work.

- What is the verb form used in expressing ““I am going to have adventurous trip.””

.....

.....

Creating

Task 14

Complete the text below with the expressions given in the box.

Messaging 07.18

130 (1)

To : Adam

Adam, actually I _____ to join you with our classmates having adventurous trip but my mother told me that she _____ visit my grandmother and asked me to go with her. However, I am planning to ask my mother to change the day for visiting my grandmother. So, I _____ tell you if my mother agrees and allows me to join the trip.

- Nisa -

will

intend

(be) going to

Task 15

In pairs, write a short letter to your friends telling about your holiday plan and asking their holiday plan too. Do not forget to use the expressions of asking for intention and stating intention.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

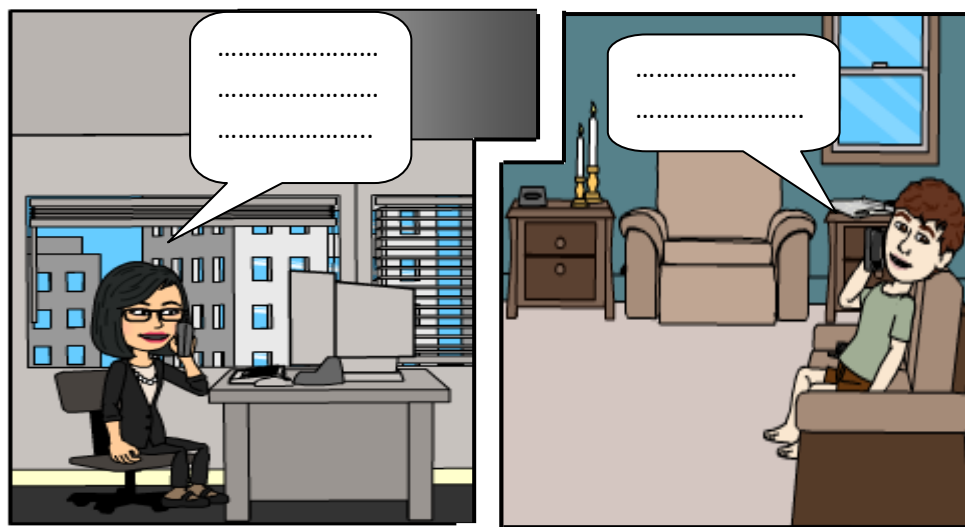


Spoken Cycle

Looking at

Task 16

Listen to the following dialog and give a tick (✓) in the boxes for the items that you do not know and/or you want to know more.

☐

1. The meaning of the expression “We intend to ride mini bus.” and “I will need an escort for this trip.”

☐

2. When to say the expressions, “We intend to ride mini bus.” and “I will need a guide for this trip.”

☐

3. When to say the expressions “what will you ride?” and “will you need a guide?”

☐

4. The intonation of the expressions “What will you ride?” and “Will you need a guide?”

Write more things you do not know and/or you want to know further below.

1. _____
2. _____
3. _____

Questioning

Task 17

Referring to the items that you do not know or you want to know more, make relevant questions. Examples are given to you.

1. What is the meaning of the expression, “We intend to ride mini bus.” and “I will need a guide for this trip.”?
2. When do we say the expressions, “We intend to ride mini bus.” and “I will need a guide for this trip.”?
3. When do we say the expressions “what will you ride?” and “will you need a guide?”?
4. How do we pronounce the expressions “what will you ride?” and “will you need a guide?”?
5. _____
6. _____
7. _____

Finding the Answer

Task 18

In groups of four, listen to the dialog and answer the questions below based on the dialog that you heard. Report your answer to the class and ask your friends to give comments on your work.

1. What is the topic of the dialog that you heard?
2. Where does the conversation probably take place?
3. a. Does Hana ask Adam about who will become his group members?
b. Which expression indicates your answer?
c. What is the meaning of the expression that Hana uses?
4. a. Who will be chosen by Addis to be in his group?
d. Write down the expression that Addis uses to express it.
e. What is the meaning of the expression that Addis uses?
5. a. Who will be chosen by Alex to be in his group?
b. Which statement indicates your answer?
c. What is the meaning of the statement?

Task 19

Fill in the blanks in the comic strip below based on the dialogue that you heard. Then, report your answer to the class and ask your friends to give comments on your work.



Questions

- Who will be the first in riding Flying Fox?

- What is the meaning of the expression "What will we do today?"

3. When do we say “What will we today?”?

4. What is the meaning of the expression “We are going to raft.”?

5. When do we say “We are going to raft.”?

6. What are they doing in Elo river?

Task 20

Study the explanation below and try to pronounce the questions that follow with the correct intonation.

Intonation in Questioning

In questioning, intonation is divided into rising and falling intonation.

B. Rising Intonation

Rising intonation is used for the yes/no questions)

Example:

3. Does Alex join the tour?

4. Will you also play flying fox?

C. Falling Intonation

Falling intonation is used for the information questions (WH questions).

Example:

2. Where will you go for the next holiday?

2. What are you going to do after school?

6. Will you go away on the weekend?

7. What will you do in Lombok?

8. Do you intend to go away on Sunday morning?

1. Are you going to go to Dita's house tomorrow?

2. What are you going to do on the next holiday?

Task 21

In groups of four answer the questions that you have made in Task 16. Present your answer in front of the class and ask the teacher and your friends to give comment on your work.

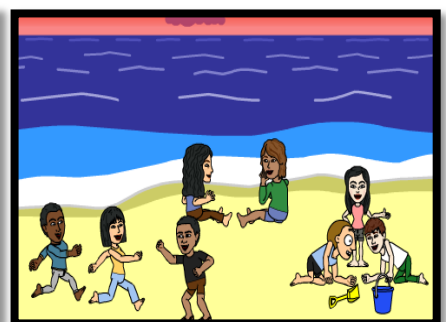
1. What is the meaning of the expression, “We intend to ride mini bus.” and “I will need a guide for this trip.”?

2. When do we say the expressions “We intend to ride mini bus.” and “I will need a guide for this trip.”?
3. When do we say the expressions “what will you ride?” and “will you need a guide?”?
4. How we pronounce the expressions “what will you ride?” and “will you need a guide?”?
5. _____
6. _____
7. _____

Creating

Task 22

Study the following comic strip. Then, orally make a holiday plan based on the comic strip.

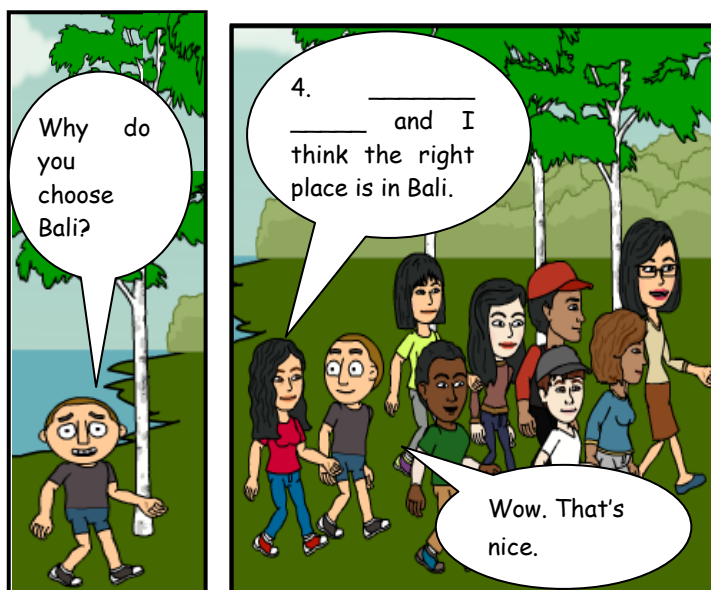


Homework

Task 23

Complete the comic strip below with the suitable expression in the box.





I am planning to

I intend to take tourism
mayor

I even intend to have a travel
agent

What will you do after
graduate?

Evaluation

Task 24

Make a dialogue with your classmates and make sure you use the expressions of asking and conveying intention.

Task 25

Perform a dialogue with your classmates containing expressions of asking and conveying intention that you have made before.

Reflection

How much do you learn from this unit? Put a tick in the right box according to how much you have learnt.

Aspects	Very Much	Much	Little
Asking for intention			
Stating Intention			
The use of "will" and "(be) going to"			
Intonation of Questioning			
Vocabulary			

Summary

In this unit you learn:

1. How to ask someone's intention, for example:

- What are you doing
- What'll you be doing
- What will you do
- What are you going to do
- What do you plan/intend to do

2. How to express intention, for example:

- I intend to ...
- I am planning to ...
- I'm going to ...
- I would like to ...
- It is my intention to ...
- I have every intention of ...

3. The use of "will" and (be) going to"

a. Will ('ll)

"will" is used when we decide to do something at the time of speaking. We have not decided before.

e.g. I **will** send an e-mail and ask the travel agent about the itinerary right now.

b. (be) going to

"(be) going to" is used when we have **already decided** to do something before the time of speaking.

e.g. I think I cannot join the trip because I **am going to** my grandmother's house tomorrow.

4. Intonation in questioning

Rising intonation is used for the yes/no questions.

Falling intonation is used for the information questions (WH questions).

Vocabulary List

adventure	/əd'ventʃə r /	(kb.) petualangan
announcement	/ə'naʊntsmənt/	(kb.) pengumuman
challenging	/'tʃælIndʒlɪŋ /	(kkt.) menantang
charges	/tʃɑ:rdʒ/	(kb.) biaya
departure	/dɪ'pɑ:rtʃə /	(kb.) keberangkatan
escort	/'es.kɔ:rt/	(kb.) pengantar
intention	/ɪn'ten.ʃ ə n/	(kb.) bermaksud
itinerary	/aɪ'tɪn ə rə r.i/	(kb.) rencana perjalanan
plan	/plæn/	(kb.) rencana, (kkt.) merencanakan
reservation	/rez.ə'veɪʃ ə n/	(kb.) 1pesanan tempat.
send	/send/	(kkt.) mengirim
spend	/spend/	(kkt.) mengeluarkan
tour	/tuər/	(kb.) tamasya

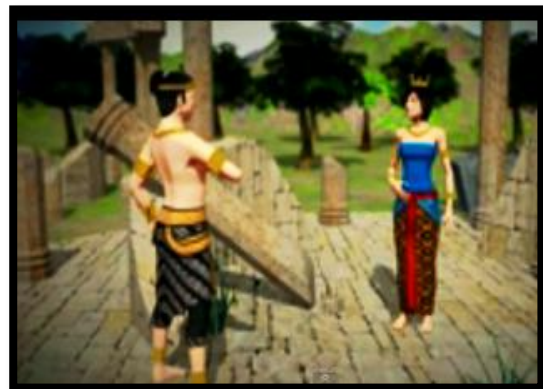
UNIT 2

STORIES BEHIND WONDERFUL PLACES

In guiding your clients to go to tourism objects, you should know the story about the places. It is used to give additional information to your clients and entertain them with the story that you tell. Do you know the stories about the tourism objects in Indonesia? Do you know how to tell the stories?



Picture 2.1



Picture 2.2



Picture 2.3



Picture 2.4

Getting Started

Task 1

Draw a line to match each tourism object with the story or legend related to the place.



Pening Swamp



Prambanan Temple



Mount Tangkuban Perahu



Parangtritis Beach



Mount Kelud

Sangkuriang

Nyi Roro Kidul

Baru Klinting

The Betrayal of Lembu Suro

Roro Jonggrang

Source of pictures : <http://www.google.com/images>

Task 2

Repeat after the recording.

English	Phonetic Transcription
swamp	/swɒmp/
temple	/ˈtem.pl/
mountain	/ˈmaʊn.tən/
strait	/streɪt/
volcano	/vɒ:lˈkeɪ.nou/



Written Cycle

Looking at

Task 3

Read the text below and give a tick (✓) in the boxes for the items that you do not know and/or you want to know more.



Good morning guys. Here we are at Pening swamp. While we are enjoying the beautiful view here, let's read the folklore of Pening swamp in the brochures that I gave to you before.

The Legend of Pening Swamp "Baru Klinting"

Once upon a time in old Java, there was a beautiful village. The village was very quiet. However, in the forest near the village there was a supernatural dragon who was meditating. One day, people of the village wanted more meat for dinner because of their successful harvest. One of the people found the supernatural dragon and killed it.



Then, the dragon was reincarnated becoming a poor boy, called Baru Klinting. He intended to join a party. However, he was refused to join the party by all the people there.



After that, he backed to the forest. However, on the way to forest he met an old widow who was very kind to him. Knowing that Baru Klinting was starving, she gave a lot of delicious food to Baru Klinting. Because of that, Baru Klinting gave a boat to the widow.

Thank you for giving me the food. Here I give you my boat because of your kindness. Good bye.



Thank you so much. Take care!

One by one the people tried to pull the stick but no one could do it except Baru Klinting. Amazingly, water poured from the ground after Baru Klinting pulled out the stick.



Oh no. What is it?

Then, he backed to the party and challenged the people to pull a long wood stick stuck on the ground.

What is your intention to challenge us to do this. You underestimate us, don't you?

No, I just want you to pull the stick.



The water immediately flooded the village. Finally the whole village sank under water. They were all drowned and died in the lake.



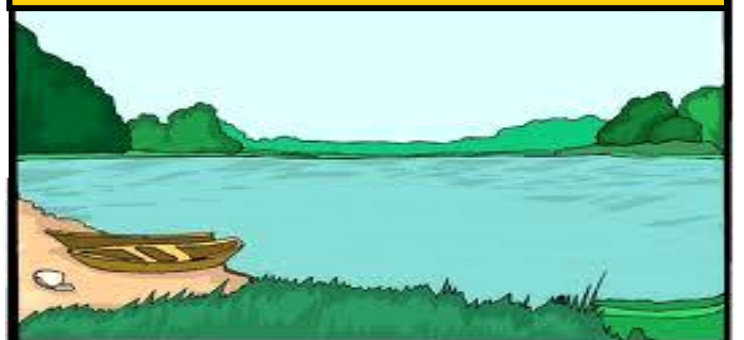
Help! Help! Help me!

There was only one survivor, the poor old widow. She had prepared the boat so she could survive.



Thanks God. You save me from the flood.

Since then, the lake is called Rawa Pening. *Rawa* in Indonesian means lake and "pening" is derived from the word "bening" means clean.



Adopted from: <http://www.belajaringgris.net/legenda-rawa-pening-bahasa-inggris-the-emergence-of-lake-rawa-pening-1980.html>

Picture source: www.youtube.com

- ☐ 1. The detailed information of the story
- ☐ 2. The purpose of the story
- ☐ 3. The organization of the story
- ☐ 4. The verbs form used to tell the story

Write more things you do not know and/or you want to know further below.

- 1. _____.
- 2. _____.
- 3. _____.

Questioning

Task 4

Referring to the items that you do not know or you want to know more, make relevant questions. Examples are given to you.

- 1. What information do you get from the story?
- 2. What is the purpose of the story?
- 3. How is the story organized?
- 4. What is the dominant verb form used to tell the story?
- 5. _____
- 6. _____
- 7. _____

Finding the Answer

Task 5

Read again the story of Pening swamp with your partner and answer the questions below. Report your answer to the class and ask the class to give comments on your work.

Questions

- 1. Who is Baru Klinting?

- 2. What did the people do to Baru Klinting in the party?

- 3. Who was kind to Baru Klinting?

- 4. What happened when Baru Klinting pulled out the stick?

- 5. How did the woman save from the flood?

- 6. What is the characteristic of the people of the village?

7. What message do you get from the story above?

8. Write difficult words in the story and look for the Indonesian in the dictionary.

- a. _____ → _____
b. _____ → _____
c. _____ → _____
d. _____ → _____
e. _____ → _____

Task 6

Study the following explanation.

Narrative Text

The text about Pening swamp that you read before is an example of narrative text. However, why it can be included in narrative text? and what is narrative text? To know more about narrative text, study this explanation.

A narrative text is text that tells a story. Its purpose is to entertain or to amuse the readers. A narrative text is organized to include:

- * an **orientation**. It tells the audience about *WHO* is in the story, *WHEN* the story is taking place and *WHERE* the action is happening
- * a **complication** that starts a series of events. It influences what will happen in the story
- * a **sequence of events** where the characters respond to the complication
- * a **resolution** in which the characters solve the problem created in the complication
- * a **coda** that provides a comment or moral based on what has been learned from the story (an optional step).

Language features used in narrative text are:

- * The use of time conjunction (the examples of time conjunction are printed bold in the text below)
- * The use of simple past tense (the examples of verbs using past tense form in the text below are underlined)

To know more about the arrangement of a narrative text, study the explanation below.

The Legend of Pening Swamp “Baru Klinting”

Once upon a time in old Java, there was a beautiful village. The village was very quiet. However, in the forest near the village there was a supernatural dragon who were meditating.

orientation

One day, people of the village wanted more meat for dinner because of their successful harvest.

“Look! I found a big green dragon here. Help me to cut this into pieces,” said one of the people.

“Sure!” answered the other people.

Then, the dragon was reincarnated becoming a poor boy, called Baru Klinting. He intended to join the party.

complication

“No! You cannot join the party. This is just for the people of this village. Go away!” shouted one of the people.

“But I am starving. Give me a bite please,” Baru Klinting begged.

After that, he backed to the forest. On the way, he met an old widow who was very kind to him. She gave a lot of delicious food to Baru Klinting.

“Here I give you my boat because of your kindness,” said Baru Klinting

“Thank you so much son! Take care!” said the old widow.

“Thank you for giving me the food. Good bye,” said Baru Klinting

events

Then, he backed to the party and challenged the people to pull a long wood stick stuck on the ground.

“What is your intention to challenge us to do this. You underestimate us, don’t you?” one of the people said.

“No, I just want you to pull the stick,” said Baru Klinting.

One by one the people tried to pull the stick but no one could do it except Baru Klinting. Amazingly, water poured from the ground after Baru Klinting pulled out the stick.

“Oh no. What is it?” shouted the people.

The water immediately flooded the village. **Finally** the whole village sank under water. They were all drowned and died in the lake.

resolution

“Help! Help! Help me!” yelled the people.

There was only one survivor, the poor old widow. She had prepared the boat so she could survive. Since then, the lake is called Rawa Pening. *Rawa* in Indonesian means lake and “pening” is derived from the word “bening” means clean.

coda

Task 7

Now, in pairs, read the story below. Then, identify the orientation, complication, events, resolution, and coda. Report your answer to the class and ask the class to give comments on your work.



Guys, we will arrive at Prambanan temple in fifteen minutes. While we are waiting, I will give you the brochure.

Roro Jonggrang

Once upon a time, in Yogyakarta there was a kingdom called Pengging. One day, the king of Pengging wanted an expansion. He asked Bandung Bondowoso, the strongest warrior in the palace, to attack Boko Kingdom.

Bandung Bondowoso, I ask you to conquer Boko Kingdom now. Ask your evil spirit troop to help you.



With all my pleasure, my majesty.

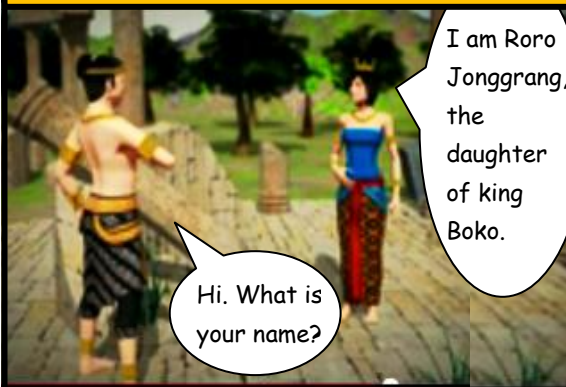
On the other side, king Boko heard the news about Pengging kingdom attack and got prepared to face the war.

My daughter, Roro Jonggrang, we will get attack from Pengging kingdom. You must take care of this kingdom.



Yes Dad.

Then, Bandung Bondowoso entered the Kraton Boko kingdom and found a beautiful princess.



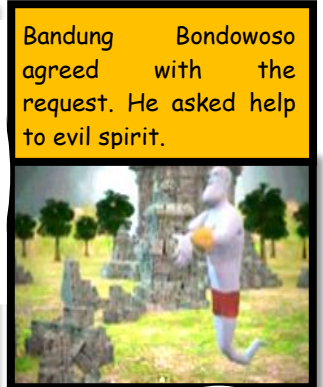
I am Roro Jonggrang, the daughter of king Boko.

Hi. What is your name?

A blood war was inevitable with Prambanan troop massacred. King Boko got killed by Bandung's weapon.

Finally, we can win this war. King Boko has been killed. Let us get the palace.





Seeing that the temples was almost done, Roro Jonggrang asked her servants to pound the rice pounding tools and also burn lots of paddy's straw.



Being deceived and tricked, Bandung Bondowoso was angry and cursed Roro Jonggrang into a stone.

After that, Roro Jonggrang started to count the temples and its only nine hundreds and ninety nine temple.



Adopted from: <http://www.belajaringgris.net/legenda-candi-prambanan-dalam-bahasa-inggris-1976.html>

Picture source: www.youtube.com

Task 8

Answer the following questions based on the text about Roro Jonggrang above.

1. Who is Roro Jonggrang?
2. Why did Bandung Bandawasa kill King Boko?
3. What was the requirement asked by Roro Jonggrang to Bandung Bandawasa?
4. Can Bandung Bandawasa fulfill the requirement? Why?

5. What did Bandung Bandawasa do to fulfill the requirement?
6. What is the characteristic of Roro Jonggrang?
7. What is the characteristic of Bandung Bandawasa?
8. What message do you learn from the story above?
9. Write difficult words in the story and look for the Indonesian in the dictionary.
 - a. _____ → _____
 - b. _____ → _____
 - c. _____ → _____

Task 9

Study the following explanation.

In the story about “Baru Klinting” and “Roro Jonggrang” that you have read before, you find several verbs in the form of past participle or usually we call it verb II. But, why past participle verb is used in narrative text? When we should use the past participle verb? To answer the questions you should study the following explanation.

Simple Past Tense

Simple past tense is used to express something that happened in the past. Here is the pattern:

S + V_{II} (regular/irregular)

or

S + to be_{II} (was, were)

In a narrative text, the verb used usually is in the form of active not passive. The examples of active verb are:

asked

gave

prepared

backed

heard

started

entered

intended

wanted

The use of the verbs can be seen in the following examples:

4. He **intended** to join the party.
5. King Boko **heard** the news about Pengging kingdom attack.
6. A blood war **was** inevitable with Prambanan troop massacred.

Task 10

In pairs, fill in the blanks with the correct forms.

6. An old woman in a room with a spindle. (sit)
1. One day, he into the woods to hunt. (go)
2. The queen a bath and had dream about her child. (take)
3. He very surprised because his hometown (to be, change)
4. She and The king to send away his daughter. (come, ask)

Task 11

Now, in pairs look again the story of Roro Jonggrang and find some past participles verb. After that, find its form of present participle and make your own sentences using both forms. The example is given.

1. Had → have/has
 - a. In the story, it is stated that the man had a power to disappear.
 - b. Look at her. She has a beautiful face.
2. _____ → _____
 - a. _____
 - b. _____
3. _____ → _____
 - a. _____
 - b. _____
4. _____ → _____
 - a. _____
 - b. _____
5. _____ → _____
 - a. _____
 - b. _____
6. _____ → _____
 - a. _____
 - b. _____
7. _____ → _____
 - a. _____
 - b. _____
8. _____ → _____
 - A. _____
 - b. _____
9. _____ → _____
 - a. _____
 - b. _____
10. _____ → _____
 - a. _____
 - b. _____

Task 12

Now, read again the story of Baru Klinting in Task 4 and answer the following questions. Report your answer to the class and ask your friends to give comments on your work.

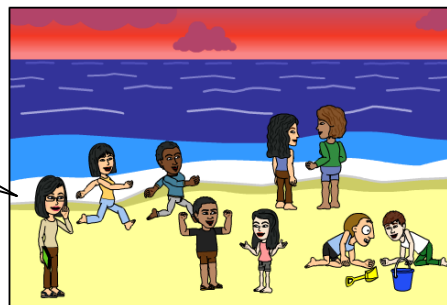
1. What are the details information of the story?
2. What is the purpose of the story?
3. How is the story organized?
4. What is the dominant verb form used in the story?
5. _____
6. _____
7. _____

Creating

Task 13

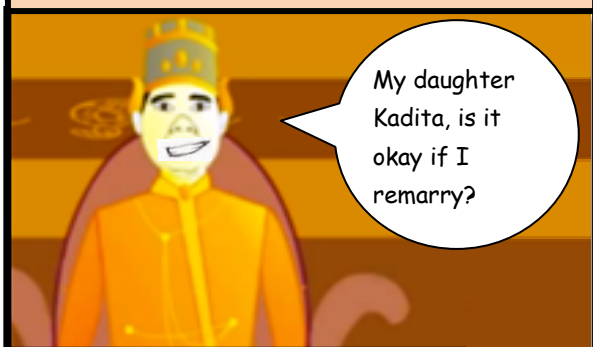
Fill in the blanks with the words in the box.

Guys, come here. I want you to know about the story of Nyi Roro Kidul, the Queen of South Ocean. Let's read it.

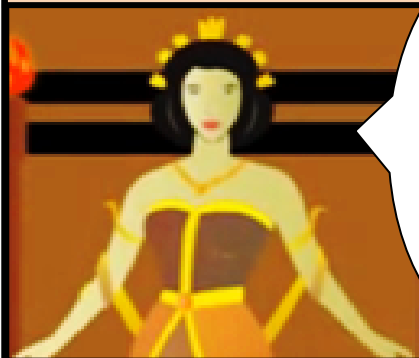


“Nyi Roro Kidul”

Once upon a time, there was a King called Munding Wangi. Although he 1._____ a beautiful daughter named Kadita he was always unhappy. It was because he always 2. _____ to have a son.



After that, the King decided to marry Dewi Mutiara. He 3. _____ very happy because he had a son. However, Dewi Mutiara 4. _____ if her son could not be a king because of Kadita. She had to make



Black magician, you must help me to curse Kadita. I will give you everything you want if you do

It is easy for me, my majesty. You can see the result next morning.



In the morning, when Kadita 5. _____ up,

she found her body was smell stinky and had ulcer all over her body.

Oh my God! What is it? What must I do?



I am sorry my daughter, I don't want you to become a rumor in the whole country. I must do it for you.



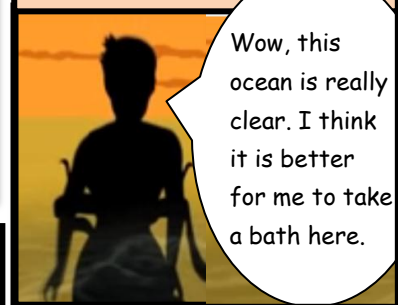
I am fine dad. I will go away from here. I don't want to make you be embarrassed.



Almost seven day and seven nights she 6. _____ until she came to South Ocean. She 7. _____ onto the water and swim.



Wow, this ocean is really clear. I think it is better for me to take a bath here.



Suddenly when the south ocean water 8. _____ her skin, her

ulcer has gone and there was no sign that she has ever had a scabies or itch. Even more she 9. _____ more beautiful than before. Not only had she a power to command whole of the south ocean, now she also became a fairy 10. _____ Nyi Roro Kidul or The Queen of South Ocean who lived forever.

Thanks God. You have cured me from the disease.



Adopted from: <http://www.englishindo.com/2011/12/dongeng-bahasa-inggris-nyi-roro-kidul.html>

Pictures source: www.youtube.com/watch?v=xYDLwgl42f0

touched

was

called

walked

became

expected

jumped

had

woke

worried

Task 14

Read again the story of Nyi Roro Kidul and answer the following questions.

Questions

6. Who are the characters of the story?
1. How is the characterization of each character in the story?
2. What is the first problem that starts other problems happened?
3. What are the events happened after the first problem occurred?
4. How is the end of the story?

Task 15

Now, rewrite the story of Nyi Roro Kidul with your own words.

To help you plan for rewriting of the texts, please focus on:

- Plot: What is going to happen?
- Setting: Where does the story take place? When does the story take place?
- Characterisation: Who are the main characters? What do they look like?
- Structure: How will the story begin? What will be the problem? How is the problem going to be resolved?
- Theme: What is the theme / message the writer is attempting to communicate?

Taken from : [http://englishonline.tki.org.nz/English-Online/Teacher-needs/Reviewed_resources/ Reading/](http://englishonline.tki.org.nz/English-Online/Teacher-needs/Reviewed_resources/Reading/)

[Features-of-text-forms/Narrative](#)



Spoken Cycle

Looking At

Task 15

Listen to a story about Sangkuriang and give a tick (✓) in the boxes for the items that you do not know and/or you want to know more.

- | | |
|--------------------------|---|
| <input type="checkbox"/> | 1. The detailed information of the story |
| <input type="checkbox"/> | 2. The pronunciation of words in the story |
| <input type="checkbox"/> | 3. The use of direct and indirect speech in the story |

Write more things you do not know and/or you want to know further below.

1. _____.
2. _____.
3. _____.

Questioning

Task 16

Referring to the items that you do not know or you want to know more, make relevant questions. Examples are given to you.

- | | |
|----|---|
| 1. | What information do you get from the story? |
| 2. | How is the pronunciation of words in the story? |
| 3. | How is the use of direct and indirect speech in the story?? |
| 4. | _____. |
| 5. | _____. |
| 6. | _____. |

Finding the Answer

Task 17

In pairs, listen to the story in Task 15 once again. Jot down the important things of the story and answer the questions below by matching to the correct answer provided in the following table.

Questions	Answers
1. What is the title of the story?	a. West Java
2. Where does the legend come from?	b. Dayang Sumbi
3. What was the name of Sangkuriang's dog?	c. He got angry because of his failure
4. What should Sangkuriang do before married to Dayang Sumbi?	d. Tumang
5. Why did Sangkuriang kick the boat?	e. The legend of Tangkuban Perahu
	f. His work was peek by Dayang Sumbi
	g. Sangkuriang and His Mother
	h. She slapped her son head
	i. Making a boat
	j. East Java

Task 18

Listen to the previous recording again then arrange the following pictures into the correct order based on the story of the recording.



Source of the pictures : <http://www.google.com/imgres?q=Sangkuriang&hl>

Task 19

Study the following explanation.

In the story about Sangkuriang that you heard before, you found the words such as “night” and “ghost”. In each of the word there are consonant “g” and “h” which are pronounced silently. However, we also often find consonant “g” and “h” which are pronounced as /f/ such as the word “enough”. So, how we identify the pronunciation of the consonant “g” and “h”? To answer the question study the explanation following.

Consonant “g” and “h”

Consonant “g” and “h” are pronounced silently if they come after sound

- /eɪ/, for example: (freight - straight - weigh – weight)
- /aɪ/, for example: (flight - fright - height - light - might - night - right - sigh - sight – slight – tight)
- /u/, for example: (through)
- /ɔ/, for example: (caught - daughter - naught - ought - sought - thought)
- /əʊ/, for example: (although – though)
- /aʊ/, for example: (drought)

Meanwhile, consonant “g” and “h” are pronounced /f/ if they come after sound

- /ʌ/, for example: (tough)
- /ɑ:/, for example: (laugh)
- /v/, for example: (cough)

Lastly, consonant “g” and “h” are pronounced /g/ if they are in the beginning of the word.
For example: (ghastly – ghoul)

Source : http://teflpedia.com/Pronunciation_exercises:%22gh%22

Task 20

Now, try to pronounce these following words. Pay attention to the rule given before.

ghee	flight	ghost
eight	ghetto	nought
bright	throughout	fought
rough	bought	dough
high	taught	daughter

Task 21

Study the following explanation.

Direct and Indirect Speech

Direct speech is when we report what someone says by repeating the exact words. In writing, we use inverted commas, example:

- He said, "I have a present for you in my bag."
- He asked me, "why do you come late?."

Indirect speech (also called reported speech) is when we give the same meaning of what someone says without repeating the exact words. In this case, we do not use inverted commas and certain changes may be necessary, example:

- He said that he had a present for me in his bag.
- He asked me why I came late.

The Changes of Tense from Direct Speech to Indirect speech

No	Direct Speech	Indirect Speech
1	Simple Present (S + Verb 1) She said, "Sasha goes to Singapore for traveling."	Simple Past (S + Verb 2) She said that Sasha went to Singapore for traveling
2	Present Continuous (S +is/am/are+ Verb-ing) "Sasha is going to Singapore for traveling."	Past Continuous (S +was/were+ Verb-ing) She said that Sasha was going to Singapore for traveling
3	Present Future (S+ will + Verb 1) She said, "Sasha will go to Singapore for traveling."	Past Future (S+ would + Verb 1) She said that Sasha would go to Singapore for traveling
4	Present Perfect (S + has/have + Verb 3) She said, "Sasha has gone to Singapore for traveling."	Past Perfect (S + had+ Verb 3) She said that Sasha had gone to Singapore for traveling
6	Simple Past (S + Verb 2) She said, "Sasha went to Singapore for traveling."	Past Perfect (S + had+ Verb 3) She said that Sasha had gone to Singapore for traveling
7	Modal can + infinitive may must	could might had to

The Changes of Adverb of Time from Direct Speech to Indirect Speech

Now	Then
To day	That day
Tomorrow	The next day
Next ...	The following ...
Last ...	The Previous ...
... ago	... earlier
Yesterday	The day before
The day before yesterday	Two day before

Example:

- | | |
|------------------|---|
| A. Direct speech | : She said, "I go to the travel agent yesterday but no one there." |
| Indirect speech | : She said that she went to the travel agent the day before but no one there. |
| B. Direct speech | : He asked me, "Where will we go tomorrow?" |
| Indirect speech | : He asked me where we will go the day after. |

Source : <http://www.belajarbahasainggris.us/2012/04/penjelasan-direct-dan-indirect-speech.html>

Task 22

Listen to the audio. Change the sentences into reported speech orally.

Task 23

In groups of four answer the questions that you have made in Task 15. Then, present your answer to the class and ask the teacher and your friends to give comments on your work.

1. What information do you get from the story?
2. How is the pronunciation of words in the story?
3. How is the use of direct and indirect speech in the story??
4. _____

5. _____

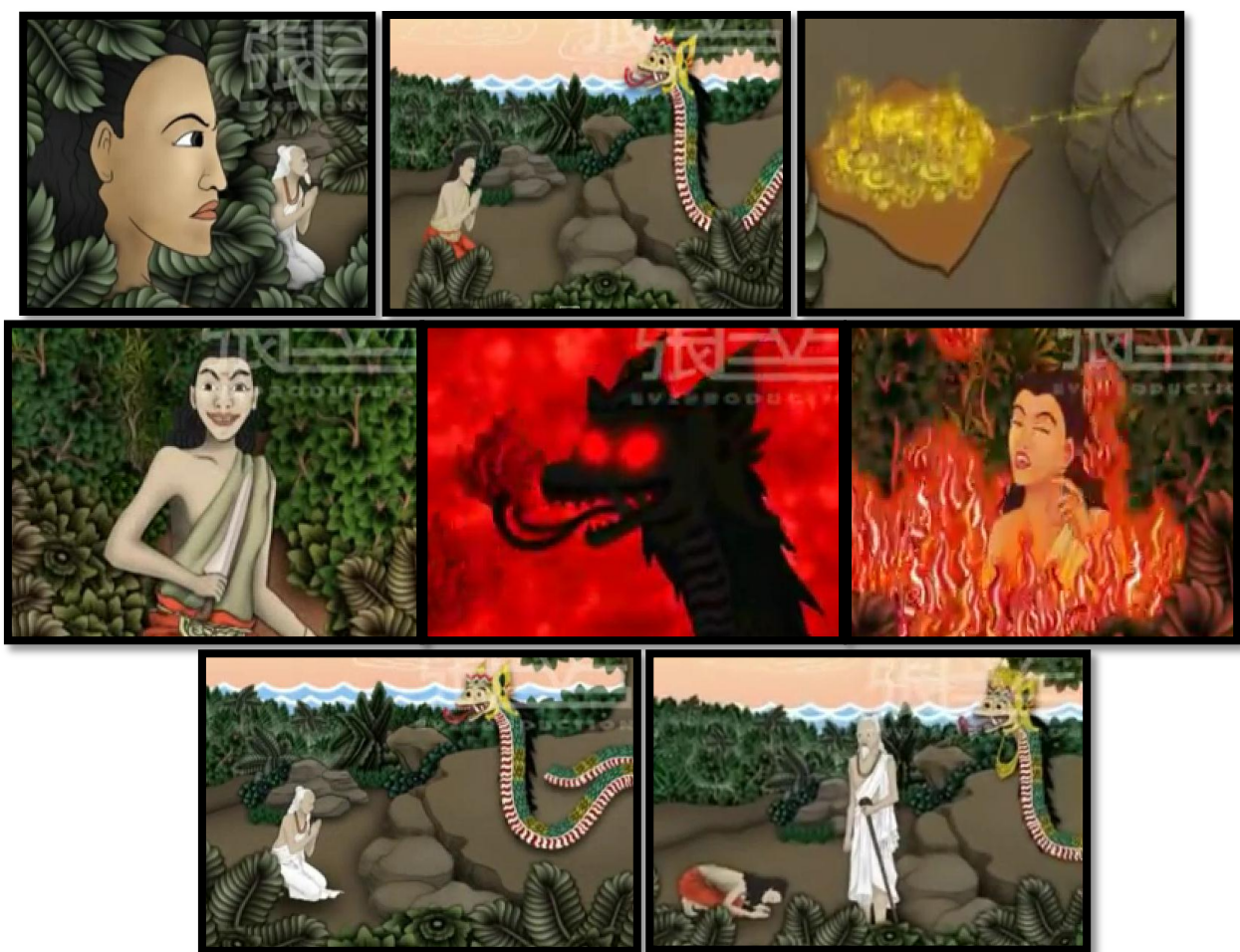
6. _____

Creating

Task 24

Study the following comic strip and listen to the story about Manik Angkeran.





Task 25

Act out as an escort and retell the story of Manik Angkeran with your own words. Use the comic strip in Task 24 to guide you to retell the story.

Homework

Task 26

Find a narrative text on the internet and answer these following questions.

1. What is the title of the text?
2. Where did the story take place?
3. When did the story happen?
4. Who are the characters of the story?
5. How is the characterization of each character in the story?
6. Underline the words indicating the use of past tense in the story.

Evaluation

Task 27

Read the following narrative text and answer the questions that follow.

“Princess Mandalika”

Once upon a time, there was a kingdom in Lombok named Tojang Beru. The king had a very beautiful daughter named Princess Mandalika. Princes from all over the place wanted to marry her.

Thank you. Let me think about that first.

My majesty, this is a proposal from other princes. I think you should decide it soon.

At that time, she was very confused. She could not decide, and she also did not want to make them sad. On the other hand, the princes started to argue. They claimed to be the best. Finally, they all were fighting.

I do not want the war to get bigger and hurt many people. Yes. I should do it.

Everybody, listen up! I know you all love me and want me to be your wife.

But I can't be all your wives. I don't want you to fight because of me and I don't want you to be sad either.

So, I decided to be something that everybody can

The king and all other people on the beach did not understand what she meant. The king then came to her. But before he came closer to his daughter, Princess Mandalika jumped to the sea.

I am sorry Dad.

It was chaos on the beach. People were screaming. All the princes tried to swim to find the princess. But no one dared to jump in the sea, the waves were too high.



After several hours trying to search the princess, suddenly they found a lot of sea worms on the beach.

The king then realized that his daughter had returned as sea worms. Later, he named the worms as *nyale*. Until now, people in Lombok always try to catch



The tradition to catch the sea worms is called *Bau Nyale*.

Adopted from: <http://indonesianfolklore.blogspot.com/2008/02/princess-mandalika.html>

Picture source: <http://www.youtube.com/watch?v=dy3Lh21dqno>

4. What does the text tell us about?
 - a. The story of people in Lombok
 - b. The story of Nyale
 - c. The story of the beginning of *Bau Nyale* tradition
 - d. The story of a beautiful girl
5. Where did the story take place?
 - e. East Nusa Tenggara
 - f. West Nusa Tenggara
 - g. Flores
 - h. Bali
6. Who are the main characters of the story?
 - e. Princess Mandalika
 - f. The king of Tojang Beru
 - g. The princes
 - h. The people of Lombok
7. How is the characterization of the man in the story?
 - e. Brave
 - f. Selfish
 - g. Egoist
 - h. Careless

8. Change the sentences below into indirect speech.

"I know you all love me and want me to be your wife. But I can't be all your wives. I do not want you to fight because of me. And I do not want you to be sad either. I want you all to have me, but not as your wives. I want to be someone that everybody can have. I want to be useful for you," said Princess Mandalika.

_____.

9. List the verb II (past participle) used in the story.

Reflection

How much do you learn from this unit? Put a tick in the right box according to how much you have learnt.

Aspects	Very Much	Much	Little
Reading a narrative text			
Rewriting a narrative text			
Listening to a narrative text			
Retelling a narrative text			
Comprehending the use of past tense			
Pronouncing the words with "g" and "h" consonant			
Vocabulary			

Summary

In this unit you learn:

5. Narrative Text

A narrative text is text that tells a story. Its purpose is to entertain or to amuse the readers. A narrative text is organized to include:

- an orientation a complication
- A sequence of events
- A resolution
- a coda

6. Past Tense

To express something that happened in the past. The patterns are:

- c. S + V_{II} (regular/irregular)

Example: He **intended** to join the party.

- d. S + to be_{II} (was, were)

Example : A blood war **was** inevitable with Prambanan troop massacred

7. The pronunciation of Consonant “g” and “h”

There are three ways in pronouncing consonant “g” and “h”. They are:

- Consonant “g” and “h” are pronounced /f/, example: laugh, cough
- Consonant “g” and “h” are pronounced silently, example: straight, daughter, though
- Consonant “g” and “h” are pronounced /g/, example: ghastly

8. Direct and Indirect Speech

Direct speech is when we report what someone says by repeating the exact words. In writing, we use inverted commas, example:

- He said, "I have a present for you in my bag."
- He asked me, "why do you come late?."

Indirect speech (also called reported speech) is when we give the same meaning of what someone says without repeating the exact words. In this case, we do not use inverted commas and certain changes may be necessary, example:

- He said that he had a present for me in his bag.
- He asked me why I came late.

Vocabulary List

ability	/əˈbɪl.ɪ.ti/	(kb.) kemampuan
conquer	/ˈkɑːŋ.kə/	(kkt.) menaklukkan
curious	/ˈkjʊ.ri.əs/	(ks.) ingin tahu,
diminished	/dɪˈmɪn.ɪʃd/	(kki.) berkurang
expelled	/ɪkˈspel/	(kkt.) mengusir
harvest	/ˈhɑːr.vɪst/	(kb.) hasil panen
itch	/ɪtʃ/	(kb.) penyakit gatal.
legend	/ˈledʒ. ə nd/	(kb.) dongeng, legenda.
marry	/ˈmeri/	(kkt.) mengawini
mountain	/ˈmaʊn.tən/	(kb.) gunung
piece	/piːs/	(kb.) potongan)
proposal	/prəˈpəʊ.z ə l/	(kb.) lamaran,
ride	/raɪd/	(kkt.) naik
scabies	/ˈskeɪ.biːz/	(kb.) kudis
search	/sɜːtʃ/	(kb.) pencarian
stick	/stɪk/	(kb.) tongkat
strait	/streɪt/	(kb.) selat
straw	/straː/	(kb.) jerami
swamp	/swɒmp/	(kb.) rawa
temple	/ˈtem.pl/	(kb.) candi
thundering	/ˈθʌn.d ə r.ɪŋ/	(ks.) berderap
troop	/truːp/	(kb.) pasukan
underestimate	/ˈʌn.dəːres.tɪ.meɪt/	(kkt.) meremehkan
volcano	/vɒːlˈkeɪ.noʊ/	(kb.) gunung berapi.
warrior	/ˈwɔːr.i.ə/	(kb.) prajurit,
widow	/ˈwɪd.oʊ/	(kb.) janda.

UNIT 3

LET'S TELL OUR ADVENTUROUS TRIP

In making a good trip you should know your clients' experiences in their previous trip. It can be used to make a different kind of travel. Then, your clients will be satisfied with your travel agent service. Therefore, you need to learn about knowing someone's previous experience which will be discussed in this chapter.



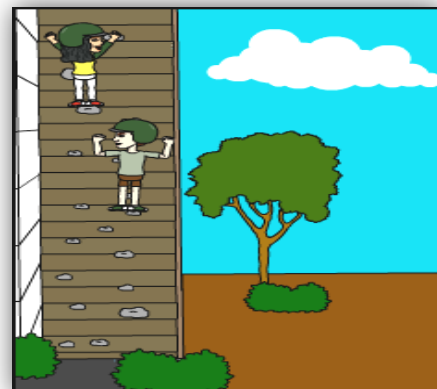
Picture 3.1



Picture 3.2



Picture 3.3



Picture 3.4

Getting started

Task 1

Answer the following questions.

1. Have you been in an adventurous trip?
2. Where did you go on your adventurous trip?
3. What did you do there?
4. Have you ever heard your friend having an adventurous trip?
5. What did your friend do?

Task 2

Repeat after your teacher to pronounce the following words. After that, find the Indonesian in a dictionary.

NO	English	Phonetic Transcription	Indonesian
1	accident	/ˈæk.sɪ.dənt/	
2	embarrassed	/ɪmˈbær.əst/	
3	experience	/ɪkˈspɪə.ri.ənts/	
4	instructor	/ɪnˈstrʌk.tər /	
5	nervous	/ˈnɜː.vəs/	
6	safety	/ˈseɪf.ti/	

Task 3

Fill in the blanks with the words above.

1. Hopefully, you will have a nice _____ in this trip.
2. My friend feels _____ since this is the first time he ride Flying Fox.
3. The _____ will give you instruction about safety rafting.
4. She is _____ because she sits in the wrong seat.
5. The victims of the _____ are senior high school students.
6. In playing this game, we should pay attention to our _____ because this game is dangerous.



Written Cycle

Looking at

Task 4

Read the comic strip below about Bella's experience and give a tick (✓) in the boxes for the items that you do not know and/or you want to know more.

Last holiday, I joined an adventurous trip with my classmates. I went to several places. First, we went to Magelang. There, we did several high rope games and we raft. There are a lot of high rope games.

I am sorry guys. Because we have limited time you only could play four games

It's okay Hana



At the second day, I am still in Magelang but we had difference activity. I had rafting in Elo river. Before I had rafting, I was scare. However, after the instructor told me the instruction, I wasn't scare anymore.

At the last day, we went to Pening swamp. I saw a beautiful view. I also got a brochure about Pening swamp. It contained the legend of the Pening Swamp.

Here we are at Pening swamp.

Wow. The view is beautiful.



Then, we backed to Jogjakarta. We did not directly back to home but we visited to Prambanan temple and Parangtritis beach. I was very happy in those days. It was the best trip I ever join.

- ☐ 9. The detailed information about story
- ☐ 10. The purpose of the story
- ☐ 11. The organization of the story
- ☐ 12. The dominant verbs form used in the story

Write more things you do not know and/or you want to know further below.

- 7. _____.
- 8. _____.
- 9. _____.

Questioning

Task 6

Referring to the items that you do not know or you want to know more, make relevant questions. Examples are given to you.

- 1. What information do you get from the text?
- 2. Why does the writer write the story?
- 3. How is the story organized?
- 4. What is the dominant verb form used in the story?
- 5. _____.
- 6. _____.
- 7. _____.

Finding the Answer

Task 7

In pairs, read again Bella's story below with your partner and answer the questions that follow. Report your answer to the class and ask the class to give comments on your work.

- 1. What is the topic about Bella's story?
- 2. Why does Bella write the story?
- 3. With whom did Bella go on her trip?
- 4. Where did Bella go on her trip?
- 5. What did Bella do in Magelang?

6. Write difficult words in Bella story and look for the Indonesian in the dictionary.

- a. _____ → _____
- b. _____ → _____
- c. _____ → _____
- d. _____ → _____
- e. _____ → _____
- f. _____ → _____

Task 8

Study the following explanation.

RECOUNT TEXT

In Task 7, Bella told his experience when he rode Flying Fox at the first time. What Dimas said is an example of recount text. However, why it can be included in recount text and what is recount text? To know more about recount text, study this explanation.

Recount text is a text that tells “what happened”. The purpose of recount text is to tell the readers what happened in the past through a sequence of event. A recount text is organized to include:

- d. **An orientation** providing background information needed to understand the text (who, where, when)
- e. **A record of events** usually recounted in a chronological way
- f. Personal comments and/or evaluative remark on the incident or usually called **reorientation**

Narratives usually include the following grammatical features:

- ✓ **nouns** that identify the specific characters and places in the story
- ✓ **adjectives** that provide accurate descriptions of the characters and settings
- ✓ **verbs** that show the actions that occur in the story
- ✓ **time words** that connect events, telling *when* they occurred.

To know more about the parts of recount text you can study the following example.

Generic Structure

Orientation

My Last Holiday

Last holiday, I joined an adventurous trip with my classmates. I went to several places. First, we went to Magelang. There, we did several high rope games and we raft. There are a lot of high rope games. Unfortunately, because of the limited time I only could play four games.

Events

At the second day, I still in Magelang but we I had difference activity. I rafted in Elo river. Before I rafted, I was scared because it looks dangerous. However, after the instructor told me the instruction, I wasn't scare anymore.

At the last day, we went to Pening swamp. There is a gorgeous view that I could see. I also got a brochure about Pening swamp. It contained the legend of the Pening Swamp.

Then, we backed to Jogjakarta. We did not directly back to home but we visited to Prambanan temple and Parangtritis beach.

Reorientation

I was very happy in those days. It was the best trip I ever join

Task 9

In pairs, read the comic strip below. Then, identify the orientation, events, and reorientation of Adam's story. Report your answer to the class and ask the class to give comments on your work.

Sir, is it safe?

Of course. As long as you wear the helmet and the safety belt.

Aaaaaaaa aaaa!!!

In the beginning, everything ran well. The instructor gave me a helmet and the safety suit and I wore it. However, when the preparation was ready I started to be nervous

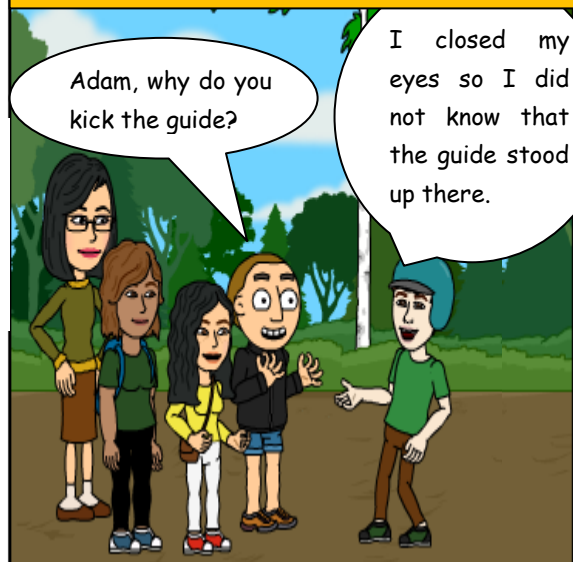
I bravely rode the flying fox. I enjoyed it. But in the middle, I was afraid because it was so fast.

On my last holiday, my friend and I went to several places. We had an adventurous trip. First, we went to Sky High in Magelang. There were many games that we could play. I decided to ride Flying Fox

However, because I still closed my eyes when I landed, I kicked a guide who wanted to help me landed. Then, we fell down together.



All of my friend watched that accident and laughed. I was very embarrassed that time.



Task 10

Study the following explanation.

In Bella's and Adam's story that you have read before, you find several verbs in the form of past participle or usually we call it verb II. But, why past participle verb is used in recount text? When we should use the past participle verb? To answer the questions you should study the following explanation.

Simple Past Tense

Simple past tense is used to express something that happened in the past. Here is the pattern:

S + V_{II} (regular/irregular)

Or

S + to be_{II} (was, were)

Examples:

- e. We were joyful yesterday.
- f. They crossed the rope bridge.
- g. I was very happy in that trip.
- h. She went to her grandmother house last week.

Usually, you use the following adverbs of time in simple past tense:

- * Yesterday
- * Last week
- * Last ...
- * Two days ago
- * ago

Task 11

Now, in pairs look again Adam's story and find some words indicating the use of past participle and find its form of present participle.

- | | | | |
|----------|---------|-----------|---------|
| 1. went | → go | 7. _____ | → _____ |
| 2. _____ | → _____ | 8. _____ | → _____ |
| 3. _____ | → _____ | 9. _____ | → _____ |
| 4. _____ | → _____ | 10. _____ | → _____ |
| 5. _____ | → _____ | 11. _____ | → _____ |
| 6. _____ | → _____ | 12. _____ | → _____ |

Task 12

In pairs, complete the sentences by changing the verb in the bracket into the correct form.



Picture 3.5



Picture 3.6

1. I become a worker in a travel agent now. Before that, I _____ in a shop. (work)



Picture 3.7

2. She _____ very happy in joining the trip two weeks ago. (be)

3. The bus wasn't very good. I _____ the trip very much. (not, enjoy)



Picture 3.7



Picture 3.8

4. Yesterday, a customer called asking the price of the plane ticket but she _____ to write the name. (forget)

5. My family _____ the trip to Indrayanti beach due to bad weather. (cancel)



6. The hotel _____ very expensive. It didn't cost very much.
(not, be)



Picture 3.10

7. He _____ a message for his mother as soon as he arrived in the hotel. (write)



Picture 3.11

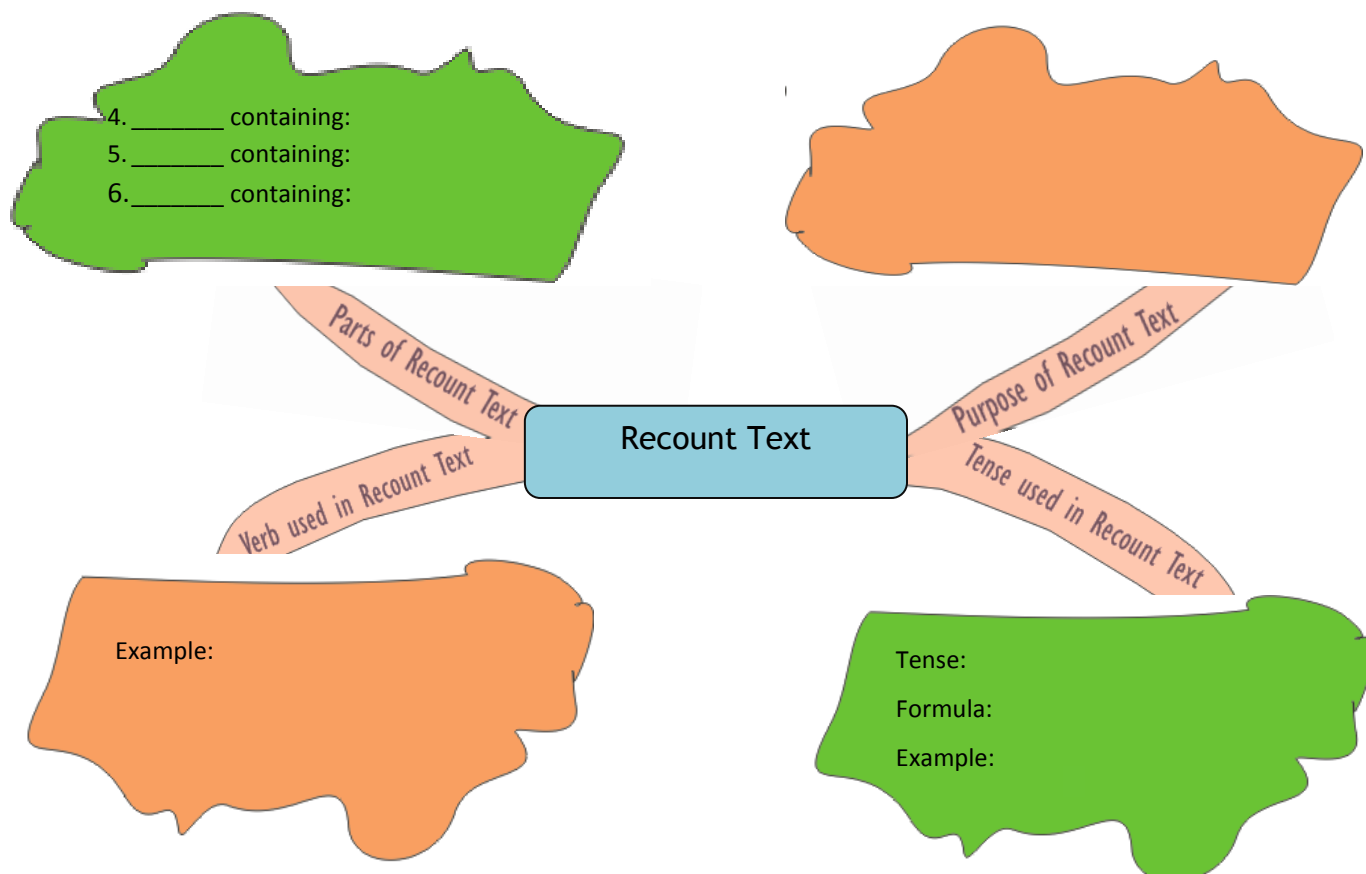
8. There _____ a lot of holes in the road to our destination. (be)



Picture 3.12

Task 13

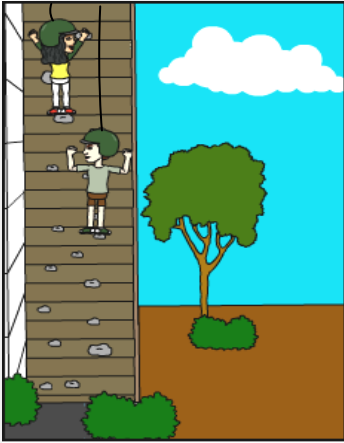
In groups of four, fill in the diagram below to answer the questions in Task 6. Present your answers to the class.



Creating

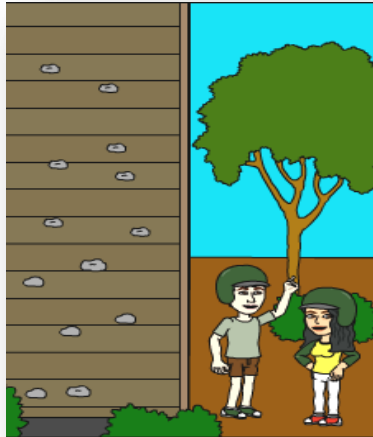
Task 14

The pictures below tell about Nisa's experience when she did the wall climbing in her last trip. In pairs, arrange the pictures and make a sentence for each picture.











Task 15

Now, arrange the sentences that you have made into a good recount text in the space given. Then, present your work to the class and ask your friend to give comments on your work.

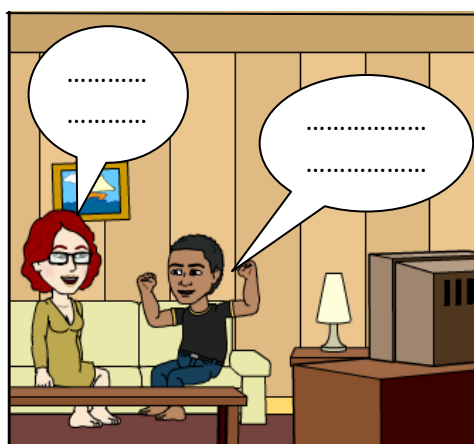


Spoken Cycle

Looking at

Task 16

Listen to the conversation between Boris and his mother. Then, give a tick (✓) in the boxes for the items that you do not know and/or you want to know more.



- ☐ 1. The detailed information in the conversation
- ☐ 2. The stress of some words stated in the story
- ☐ 3. The use of pronoun in the story

Write more things you do not know and/or you want to know further below.

1. _____
2. _____
3. _____

Questioning

Task 17

Referring to the items that you do not know or you want to know more, make relevant questions. Examples are given to you.

1. What information do you get from the conversation?

2. What is the stressed of the words stated in the story?

3. How is the use of pronoun in the story?

4. _____
_____.

5. _____
_____.

6. _____
_____.

Finding the Answer

Task 18

In pairs, listen to the dialog in Task 16 once again and jot down important things of the text. Then, answer the questions below based on the dialog that you heard.

1. What is the topic of the conversation that you heard?

2. What does Boris tell to her mother?

3. What did Boris and his friend do before rafting?

4. Why did Boris boat flip over?

5. How long did Boris and his friend raft?

6. What did Boris feel when he was rafting?

Task 19

Report your answer to the class and ask your friends to give comments on your work.

Task 20

Study the explanation below and repeat after your teacher.

Stress on the first Syllable	Phonetic Transcription	Stress on the second syllable	Phonetic Transcription
balance	/ˈbæl.ən t s/	certificate	/səˈtɪf.ɪ.kət/
basis	/ˈbeɪ.sɪs/	instruction	/ɪnˈstrʌk.ʃən/
profile	/ˈprəʊ.faɪl	insurance	/ɪnˈʃʊ:.rən t s
river	/ˈrɪv.ə r /	impress	/ɪmˈpres/
safety	/ˈseɪf.ti	techniques	/tekˈni:k/

Task 21

Try to find the phonetic transcription of these words and pronounce them. Pay attention to the stress.

homework

interest

amazing

holiday

relation

airport

Task 22

Study the following explanation.

Pronoun

★ The subjunctive pronoun (I, you, they, we, he, she, it) are used for the subject of a clause.

e.g. ★ **Bella** went to Balikpapan last night. **She** went with her family.

★ **Mira, Gaby and Mathew** applied a job in a travel agent. **They** have the same interest.

The objective pronoun (me, you, them, us, him, her, it) are used for the object of a verb or preposition

e.g. ★ Where is Albert? I need to speak to **him**.

★ My candies are all gone. Someone has eaten **them**.

The possessive before a noun (my, his, her, our, their, its, your) is used to show possession.

e.g. ★ May I have your name, please?

★ That passengers forgot to bring their tickets.

The possessive after a noun (mine, his, hers, theirs, yours, ours) is also used to show possession.

e.g. ★ These pens are mine

★ The one on the table is yours.

Task 23

Listen to the conversation and answer the questions below. Report your answer to the class and ask your friends to give comments.

1. What is Rizal talking about?
2. How long is the tour?
3. What activities did Rizal do on the first day?
4. What activities did Rizal do on the second day?
5. How is Rizal feeling about the trip?
6. Reference
 - a. He told me that the trip was adventurous trip.
The words "he" in the sentence above refers to
 - b. we went to The Flyer
The words "we" in the sentence above refers to
 - c. It was amazing experience for me.
The words "it" in the sentence above refers to

Task 24

In groups of four answer the questions that you have made in Task 17.

1. What information do you get from the conversation?
2. What is the stressed of the words stated in the story?
3. How is the use of pronoun in the story?
4. _____

5. _____

6. _____

Task 25

Present your answer in front of the class and ask the teacher and your friends to give comments about your work.

Creating

Task 26

In front of the class, tell your friends about your embarrassing experience. Consider the following suggestion.

- Mention who were involved the story
- When, and where it happened
- Tell what happened in a chronological order
- Give your comments about the experience
- Use the past tense of the verb (past participle)



While your friend tells his/her experience, try to answer these following questions.

- a. What is the orientation?
- b. How many events happened?
- c. What is the reorientation?
- d. Mention the time conjunction used.
- e. Write some verbs indicating the use of past participle.

Homework

Task 27

Find a text about someone's experience and identify the generic structure of the text. Then, underline the use of pronoun and the words indicating the use of past tense.

Evaluation

Task 28

Read the comic strip below and answer some questions that follow.

A Beautiful Day at Jogjakarta

Last week, my friends and I went to Jogjakarta. We visited many places. First, we visited Parangtritis beach. The sun shone brightly and the scenery was very beautiful there. We felt the wind blew across to us. We also saw a lot of people in that beach. There were many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs.



Then, we felt hungry, so we went to a restaurant. As soon as we finished our lunch, we decided to go home.

For me, that was a beautiful day. I really enjoyed it. I hope I could visit Jogjakarta again.



Second, we visited Gembira Loka Zoo. We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We looked around in that zoo, and also took pictures of those animals.



Adapted from : <http://www.englishindo.com/2012/01/recount-text-penjelasan-contoh.html>

Picture source: www.bitstrip.com and www.google.com/images

1. From the text above please find the parts of recount text which are :
 - d. Orientation
 - e. Events
 - f. Reorientation
2. Underline the use of pronoun in the text above.

3. Find the past participle verbs used in the text and their Indonesian.
4. Where did the writer go on last week?
 - e. Restaurant
 - f. Jogjakarta
 - g. Friend's home
 - h. Parangkusumo Beach
5. The following statements are writer activities at the zoo, except
 - e. Bought souvenirs
 - f. Took a photograph
 - g. Saw animals
 - h. Had lunch
6. In the sentence "Second, we visited Gembira Loka Zoo" in paragraph two. The word "we" refers to
 - e. The writer
 - f. The writer and the writer family
 - g. The writer and the writer's friend
 - h. The animals

Reflection

How much you learn from his unit? Put a tick in the right box according to how much you have learnt.

Aspects	Very Much	Much	Little
Reading a recount text			
Writing a recount text			
Listening to a recount text			
Speaking about experience			
Comprehending the use of past tense			
Pronouncing some words with stress			
Vocabulary			

Summary

In this unit you learn:

1. Recount Text

Recount text is a text that tells “what happened”. The purpose of recount text is to tell the readers what happened in the past through a sequence of event. It also has expressions of attitude and feeling usually made by the writer about the events.

2. Past Tense

To express something that happened in the past. The patterns are:

S + V_{II} (regular/irregular)

S + to be_{II} (was, were)

3. Time conjunction

Time conjunction used to show the order of events, for example: first, at the first day, then, next, finally.

Vocabulary List

accident	/ˈæk.sɪ.dənt/	(kb.) kecelakaan
decide	/dɪˈsaɪd/	(kkt.) menentukan
embarrassed	/ɪmˈbær.əst/	(ks.) malu
experience	/ɪkˈspɪə.ri.ənts/	(kb.) pengalaman
gorgeous	/ˈɡɔːr.dʒəs/	(ks.) indah
instructor	/ɪnˈstrʌk.tər /	(kb.) instruktur
land	/lənd/	(kkt.) sampai
limited	/ˈlɪm.ɪ.tɪd	(ks.) terbatas
nervous	/ˈnɜː.vəs/	(ks.) gelisah, gugup
safety	/ˈseɪf.ti/	(kb.) keselamatan
scared	/skerd/	(ks.) takut